University Centre Leeds

The Open University

HIGHER EDUCATION

MA CREATIVE PRACTICE

PROGRAMME HANDBOOK 2020/21

Contents

1.1 Higher Education Development Office Contacts 4

1.2 Curriculum Department Contacts 5

1.3 Programme Rationale and Aims 6

1.4 Programme Learning Outcomes 6

1.5 Programme Structure 6

1.6 Communication 6

1.7 Supervisors 7

1.8 The Virtual Learning Environment (VLE) 7

1.9 Students' Union 8

1.10 Student Monitoring 8

1.11 The Learning Resource Centre 8

1.12 Learning and Research Resources 9

1.13 LRC Advice and Support 9

1.14 Study Facilities 9

1.15 IT Facilities 10

2 Teaching, Learning and Assessment 11

2.1 Lectures, Seminars and Tutorials 11

2.2 Assessment 11

2.3 Assessment Submission 11

2.4 Word Limits 11

2.5 Draft Submissions 12

2.6 Assessment Feedback 12

2.7 Extensions 13

2.8 Mitigating Circumstances 13

2.9 Fit to Sit 14

2.10 Penalties for Late Submission 15

2.11 Grading and Classification 15

2.12 Re-sit 16

2.13 Re-study 16

2.13 Graduation and Beyond 16

3 Policies and Procedures 17

3.1 British Values, Equality and Diversity 17

3.3 Social Media 17

3.4 Student Complaints 18

3.5 Academic Appeals 18

3.6 Research Ethics 18

3.7 Academic Misconduct 18

3.8 Assessment Regulations 20

4 Quality Assurance 21

4.1 Student Voice 21

4.2 Course Committee Meetings 21

4.3 Moderation 22

4.4 End of Year Procedures 22

4.5 External Examiners 22

5 Safety, health and well-being 24

5.1 Notification of Infectious Disease 24

5.2 Fire Safety Procedures 24

5.3 Fire Information 24

5.4 Students with Disabilities 25

5.5 First Aid 25

5.6 Accident and Incident Reporting 25

5.7 Policy Statement 26

Appendix 1 Higher Education Calendar 27

Appendix 2 Learning Outcome Grids 30

Appendix 3 Assessment Grids 31

Appendix 4 Assessment Timetable 32

Foreword from the Principal

I am delighted to have this opportunity to welcome you to Leeds City College. Thank you for choosing to study a Higher Education course with us.

Our provision continues to be commended externally. In a recent HE inspection, carried out by the Higher Education Quality Assurance Agency in May 2016 (The QAA inspects all Universities and colleges) the high quality of our HE programmes was confirmed and it was noted that our approach to supporting and facilitating scholarly activity and the implementation of our new Virtual Learning Environment were areas of good practice.

We regularly seek the views of our students on the quality of their courses and use this information to make improvements. Student satisfaction is consistently high, with students commenting on the level of support provided and the quality of feedback they receive on their work.

At Leeds City College we know that the whole HE experiences is at the heart of student success. That's why, in addition to the actual teaching and learning experience, our campuses have a friendly, supportive atmosphere and we offer a range of support services which cater for individual needs.

We hope you enjoy your time with us.

Bill Jones
Deputy Chief Executive & Principal of Leeds City College

University Centre Leeds

The Open University

Introduction

This handbook is designed to provide you with a range of information relevant to your Post Graduate programme. We endeavour to ensure that the information is as accurate and up-to-date as possible. Statements of policy are made in good faith and are an honest attempt to describe current practices. However, the final arbiter of policy and procedure are the Academic Regulations which can be found on our website and on the VLE.

Any significant changes to the practices and procedures detailed in this handbook will be notified to students by email and the electronic copy of the handbook made available on the website and the VLE.

1 General Information and Support

1.1 Higher Education Registry Contacts

The Higher Education Registry has an overarching responsibility for the operation of the Higher Education provision.

We are committed to providing a supportive and positive environment for all members of our community. However, we recognise that there will be times in everybody's University life when things do not go as well as you would wish. In times like these, there is a comprehensive support and welfare structure available to help with all kinds of different problems. If you have a question or want information or need help over and above that which your tutors are able to provide then contact the Higher Education Registry (HEDO). If we cannot help you immediately, we will let you know who can help you, and in many cases, book an appointment for you if required.

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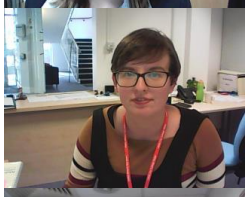

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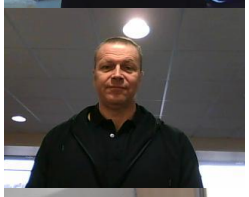

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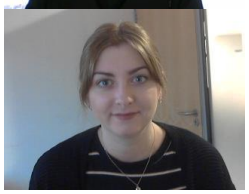
0113 2846389



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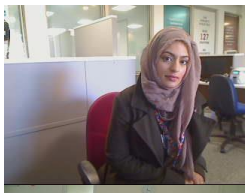

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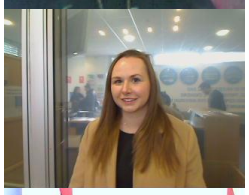

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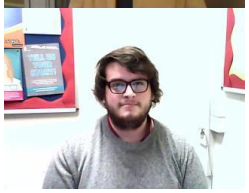

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1.2 **The Programme Team**
Details of the programme team, workshop staff and support staff involved in the delivery and support of the programme are as follows:

	PROGRAMME MANAGER **Dr Annabel Smith**	Worked in education from 2000 coming from a career in Fashion Design. Academic interests include Entrepreneurship/business studies and professional development in Art & Design, Fashion-Design-Concept to completion, CAD Fashion Business Sustainability and Ethics in the fashion industry Fashion illustration (traditional and digital), Creative Pattern cutting, Textiles/knit/print/embellishment

		Garment construction and manufacture, couture (made to measure). Portfolio and presentation, fashion photography, fashion shows, publicity and marketing. Fashion forecasting, fashion: historical and contextual. Art and Design – drawing, printmaking, illustration, historical theoretical, contextual, curation and marketing
	TUTOR AND SUPERVISOR **Caroline Miekina**	Worked in education since 2000 alongside a career in Freelance illustration and design. Using traditional and digital media. Maintaining a broad portfolio and client base across a wide range of applications including: - Architectural visuals and historical reconstructions, 2D and 3D spatial planning, Apps, surface pattern, merchandise, signage, educational products, medical illustration, narrative illustration and storyboards. Graphic Design and Marketing material.
	TUTOR AND SUPERVISOR **Fraser Wright**	Fraser is a photo artist who has worked within education since 1994. His projects focus on aspects of 'environmental psychology' and combines elements of portraiture and topography. The studies of place and 'palimpsest' landscapes explore the consequences of history, actions and heritage and reflect elements of the 'anti pastoral pictorial' approach, in addition to enquiry into 'place identity'. Relationships with immediate and specific locations form a major part of his on-going (PhD) research. Examples of his work are held within the Tyne and Wear Museums archives; the V&A festival archive and he is a contributor to the BJP's *Portrait of Britain.*

	TUTOR AND SUPERVISOR **David Oxley**	Master Ceramicists, glazing expert technical , contextual and historical consultant

1.3 Programme Rationale and Aims

The course team would like to take this opportunity to welcome you to the MA Creative Practice. Over the next two years you will be engaging in a specialist programme of study through which you will develop your ideas and skills into an informed professional and academic awareness and growing understanding of the where and how to place your practice in relation to social, cultural, technical, historical, and ethical contexts. We are confident that your time will be challenging, enriching and rewarding and we hope that you will pursue your chosen course of study with conscientiousness and enthusiasm.

This handbook provides important information about your programme, our expectations while you are studying with us and a summary of the range of services available to you and how to access them. We hope you will find this information of benefit throughout the duration of your studies.

Creative Practice is a broad area which spans many subject disciplines and is distinguished by concepts and processes which are individually developed by the practitioner.

MA Creative Practice seeks to enable practitioners from a diverse range of art, communication, design, digital media, ceramics, and performance disciplines to develop their individual practice in a shared creative postgraduate environment.

The principle aims and objective of the programme is to enable you, the postgraduate student to address and debate the nature of your subject, and to embody in the processes and outcomes of production, a critical evaluative understanding of your chosen practice. In summary, to identify, understand, and sustain individual practice.

MA Creative Practice is a research practice-led qualification that aims to facilitate and guide in the development and realisation of the practice in whatever form that practice needs to adopt. Individual creativity is encouraged through whatever thinking and working practice emerge. The student practice through the MA moves from an initial proposal to dissemination through exhibition, performance, or publication. This process is supported by an individual practice-led supervisor whose specialism is appropriate to the student discipline.

The curriculum is designed to encourage intellectual enquiry to inform and compliment practice. Making, designing, and performing is also an intellectual activity which relies upon the creator being aware of the value of critical reflection in relation to the practice undertaken. In the disciplines that encompass creative practices, thought processes are often unorthodox, complex, and, personally and intellectually challenging. Exploratory work which is encouraged through the programme curricula often leads to unpredictable

and surprising outcomes which through reflective analysis can inform and reshape further practice. Practice can lead to methodology. Theory can emerge through practice.

There is a core element in the programme which facilitates dialogue, exchange, and debate for the individual student within a group postgraduate forum. Sessions are varied and range from staff-led and student-led lectures and seminars to visiting guest speakers providing both internal and external inputs.

The key aims of MA Creative Practice are:

- To enable students to develop and question their individual practices.
- To enable understanding of process to become internalised and intrinsic to the postgraduate student practice.
- To allow students the opportunity to develop a research based creative practice which challenges and stretches them within a supportive and enquiring environment.
- To encourage independent working processes and sophisticated levels of analytical, critical, and evaluative thinking.
- To provide a context within which development and change are encouraged.
- To encourage the cross fertilisation of ideas, debate, experience, knowledge, and skills within an academic research community.
- To provide a context for collective debate related to the multiplicity of practices in the creative fields.
- To develop lifelong, independent, research active reflective practitioners.
- For the student to establish a sustaining independent professional creative practice.

These aims are the underlying philosophy upon which the programme was originally developed and continue to provide a relevant context for the programme.

We aim to provide an educational environment that is friendly and supportive and we trust that, should you have any questions or problems that are not answered by this handbook, you will bring them to the attention of your course team.

We hope that you find your time on the programme both challenging but enjoyable.

1.4 Programme Learning Outcomes

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1: Demonstrate a thorough knowledge and understanding of historic and contemporary advanced theories, concepts and principles relevant to and at the forefront of practice.	Staff and student led lectures and seminars.

3A. Knowledge and understanding	
A2: Demonstrate a critical, ethical, reflective and evaluative approach to professional research and study. **A3:** Systematically evaluate the role of complex critical theories in the support of creative practice. **A4:** Critically discuss and address issues associated with personal and professional development. **A5:** Demonstrate creativity, discrimination and originality in thinking and practice at an advanced visual and conceptual level.	Visiting speaker presentations and lectures. Group crits and individual Supervisor and theory tutorials. Student presentation, debate, and reflection. Tutorials individual and group, Group Crits, presentations, peer debate. Independent study and learning to further develop high level creative, critical, selective, and evaluative skills. Actual or virtual visits to cultural or commercial organisations. Critical reflection and evaluative feedback which will be generated through group critiques/tutorials, open forums, and individual tutoring.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Critically evaluate and apply with due regard to ethical considerations, research methodologies relevant to advanced scholarship in their area of study; **B2:** Apply with a degree of creativity and sophistication, intellectual, transferable and subject/professional skills in making visual, written and other relevant work. **B3:** Make informed judgements and connections between their own and others work in terms of context and practice.	Staff and student led seminars and debates. Lectures by core and visiting staff. Group Crits and individual supervisor and theory tutorials. Student presentation, debate, and reflection. Individual Tutorials.

3B. Cognitive skills	
B4: Critically reflect on their own work and that of others and make evaluative judgements which are effectively articulated.	Actual or virtual visits to cultural or commercial organisations. Independent study and learning which further develops high level creative, critical, selective and evaluative skills. Critical reflection and evaluative feedback which will be generated through group critiques/tutorials, open forums, and individual tutoring.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Learn interdependently and independently and take responsibility for subsequent career and continuing professional development. **C2:** Establish broad sophisticated communications skills set and apply this to a variety of complex contexts and situations. **C3:** Demonstrate originality in the application of theory and techniques, drawn from earlier studies, through the production of a significant piece/s of high-level independent work.	Staff and student led seminars and debates. Demonstration in technical areas. Lectures by core and visiting staff. Individual Tutorials. Student presentation, debate and reflection. Actual or virtual visits to cultural or commercial organisations. Independent study and learning which further develops high level creative, critical, selective and evaluative skills. Critical reflection and evaluative feedback will be generated through group critiques/tutorials, open forums, and individual tutoring.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Learn interdependently and independently and take responsibility for subsequent career and continuing professional development. **C2:** Establish broad sophisticated communications skills set and apply this to a variety of complex contexts and situations. **C3:** Demonstrate originality in the application of theory and techniques, drawn from earlier studies, through the production of a significant piece/s of high-level independent work.	Staff and student led seminars and debates. Demonstration in technical areas. Lectures by core and visiting staff. Individual Tutorials. Student presentation, debate and reflection. Actual or virtual visits to cultural or commercial organisations. Independent study and learning which further develops high level creative, critical, selective and evaluative skills. Critical reflection and evaluative feedback will be generated through group critiques/tutorials, open forums, and individual tutoring.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Flexibly and creatively applies knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions (See c 2016). **D2:** Acts with initiative in decision-making and accessing support within professional or given guidelines. (Seec 2016) **D3:** Designs and undertakes substantial investigations to address significant areas of theory and/or practice. Selects appropriate advanced methodological approaches and critically evaluates their effectiveness. **D4:** Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas. Works proactively with others to formulate solutions. (Seec 2016) **D5:** Uses personal reflection to analyse self and own actions. Makes connections between known and unknown areas, to allow for adaptation and change. (Seec 2016) **D6:** Uses ideas at a high level. Develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches. (Seec 16) **D7:** Works effectively with multiple teams as leader or member. Clarifies tasks and make appropriate use of the capacities of team members, resolving likely conflict situations before they arise. (Seec 16) **D8:** Autonomously implements and evaluates improvements to performance, drawing on innovative	Transferable/key skills address key area that are core to the learning strategy of the programme. They are general, and incorporated into modules and assessments as appropriate, e.g. team-working skills are fostered through exhibition, and independent practical projects. Reflection and reflexivity are cultivated through keeping visual diaries, research journals and/or blogs

3D. Key/transferable skills	
or sectoral best practice. (See c 16	

1.5 Programme Structure

Level 7

Structure of the MA Part time

Autumn Term	Spring Term	PG Cert.	Summer Term	Autumn Term	PG Dip.	Spring & Summer Term	MA
Module 1 Critical Contexts and Practice Methodologies 30 credits	Module 2 Research and Development 30 credits		Module 3 Practice in Context 30 credits	Module 4 Strategies of Practice 30 credits		Module 5 Master's Project 60 credits	
Oct-Jan	Feb-April		May - July	Oct-Jan		Feb-July	

1.6 Communication

We adopt a friendly and informal approach wherever possible and it is usually very easy to meet with individual members of staff. Academic teams adopt an 'open door' culture and will make every attempt to deal with student issues or queries as a matter of urgency. You will have specified individual tutorial time with your tutors but in addition can set up appointments at other times with them. In addition to this you can contact them via email and will find that they will make every attempt to get back to you as soon as possible.

You may also find that at times you will receive emails or letters from the Higher Education Registry Office. These are likely to be regarding matters such as results and graduation arrangements. If you change your address during the course of the year (either your home or term-time address), please inform the Higher Education Registry Assistant via the contact details above, and your Head of Department.

1.7 Supervisors

All undergraduate students are assigned a Supervisor. The Supervisors for your programme Annabel Smith, Caroline Miekina, Fraser Wright and David Oxley who can be contacted via the contact details above. (see page 8)

All students should meet regularly with their Supervisor to discuss their academic progress. Throughout the year, the Supervisors are available to discuss any queries about academic, social or general matters. If a student is experiencing any problems, their Supervisor is the first person they should go to.

Broadly speaking, a Supervisor's function is to provide academic advice and pastoral support. Students should regard their Supervisor as someone with whom they can always discuss academic issues and personal problems which are causing stress or anxiety and interfering with their work. There is of course no obligation on students to bring problems to their Supervisor. Many students get through University perfectly happily with the support of friends, family, and/or the staff they get to know as teachers. All of these individuals play an invaluable role in helping students to cope with the considerable adjustments involved in leaving school, home and family.

If a student's personal problems become so large that they interfere seriously with their academic performance, it is very important that they see their Supervisor and have a frank discussion with them. It is vital that students do not let problems pile up without seeking help. If, for any reason, a student falls behind with their work, they should never give in to the temptation to miss classes in order to avoid the Programme Manager. That will only lead to more issues and the longer the problems persist the harder it will become to face up to it. Students should see their supervisor as soon as possible and explain the situation. If that is difficult for the student, they should first see their Programme Manager who will then liaise as necessary.

One of the roles of the Supervisor is to write references and recommendations on students' behalf. However, if a student needs a written reference from an academic tutor, they can of course ask any of the permanent members of staff who teach them to write on their behalf. The best references are written by members of staff who can convey their personal experiences of teaching the student.

1.8 The Virtual Learning Environment (VLE)

All programmes are supported by the University Centre's VLE which provides a range of resources, activities and information for students. The University Centre utilises Google Classroom and you will find that there is a section that provides general information, made available to all Higher Education students. It is important that you familiarise yourself with these areas to ensure that you have access to all the relevant information you need.

1.9 Students' Union

If you need independent advice, information or representation, the Students' Union Advice Service provides a free, confidential and non-judgemental advice service.

The service is staffed by professionals, who are specialists in providing information and advice on all regulations, policies and procedures, including academic appeals, student complaints, disciplinary hearings, cheating and plagiarism.

1.10 Student Monitoring

Engagement with taught sessions/lectures is essential for your success and as a result, programme teams are required to monitor your academic engagement and progress. This gives them an opportunity to identify those students who are not engaging with their studies and to work with them to address whatever issues they may be facing. Non-attendance at taught sessions is a signal to the Department that you are not fully engaging with your degree. Research has demonstrated a clear link between attendance and success rates therefore we recommend that a minimum attendance of 80% is maintained.

Should you have any health problems or other difficulties that prevent you from fulfilling these requirements you must advise your Supervisor or Programme manager as soon as possible. A doctor's note or medical certificate will be required for absences of longer than seven days and to support any claims for Mitigation.

Please be aware that you will be contacted should we become concerned about your absences. The University Centre policy is to withdraw a student from a course if they do not attend for 4 consecutive weeks. The Student Loans Company will be informed of your withdrawal and will then stop any future payments to your account. Therefore, it is important that you contact the Programme Manager if you are going to be absent for any length of time.

Please note – Those students who are eligible for a bursary will find that their payments will be cancelled if they have not met the minimum attendance requirement, and we do not receive a sick note covering any periods of absence, and/or are not up-to-date with their assessed work. (please see the Bursary Policy on the VLE for full details)

1.11 The Learning Resource Centre

Harrogate College campus is based at Hornbeam Park Harrogate and our library is based at this campus where the LRCs provide accessible and supportive study facilities for students, including multiple spaces for individual and group study, personal computers, and multifunctional devices for printing, photocopying, and scanning.

Information about LRC opening hours, contact details, facilities and resources is available on the Harrogate College website, accessible from the 'Zones' menu of the University Centre's Student Intranet, from the 'Portal' menu on the University Centre website, and by contacting the specific campus.

1.12 Learning and Research Resources

The LRC's learning and research resources are provided in a range of formats relevant to student needs, including:

- an extensive collection of printed books and e-books, including reading list titles and other academic books, fiction, non-fiction, and comics;
- a broad range of online periodicals, including academic journals, magazines and newspapers;
- other collection items, including DVDs, audiobooks, and games; and
- academic and study skills support guides.

HE students are entitled to borrow up to ten collection items at a time. Most items will have automatic renewals up until the end of the academic year unless reserved by another student. There are also one-week loan items, and reference items that may be consulted in the LRC but not borrowed. **PLEASE NOTE:** Students must present their student ID card to borrow books and other LRC collection items. Fines apply to items not returned when reserved by another person or by a final due date.

The LRC's online resources are made available through the LRC website, which is accessible on or off campus. Students may search the LRC's book collection and directly access e-book and e-journal collections using the LRC's online discovery tool 'Search+'.

1.13 LRC Advice and Support

HE students are supported by a team of librarians, based both in the campus LRCs and in the University Centre Library. Students also have their own full time HE and Research Librarian based at University Centre. Librarians work with curriculum staff to ensure that relevant, accessible resources are available to students. Librarians provide dedicated support to HE students in developing their academic literacy and study skills. Support sessions are available on Web and LRC-based research skills, academic referencing, academic reading and writing, and study skills. One-to-one and group support sessions may be booked with librarians in person, by email, or through the LRC website. Students will be introduced to their librarian during University Centre induction.

Our librarian David Hartshorne, is also available in LRCs to assist students with locating and borrowing books and other materials, using LRC facilities, and making the most of the Harrogate College study resources

1.14 Study Facilities

Harrogate College campus also provide HE specific study spaces which will be pointed out to you during your induction

1.15 IT Facilities

Students are expected to be computer literate. You will need to make use of computers for word processing, access to the Library catalogue and its collection of on-line resources. All students need to acquire these skills during the first term of their first year.

PCs and Mac's are available to students in the Learning Resource Centres at Harrogate College. In addition, some programmes may provide students with Chromebooks for their personal study use. The Study Zone in the University Centre provides working spaces with access to power for students wishing to work on their Chromebooks or laptops.

2 Teaching, Learning and Assessment

2.1 Lectures, Seminars and Tutorials

Lectures are an essential part of the learning experience and will play a central role in your learning. They are never a substitute for reading, but they will give you a broad framework within which to understand the main themes of the module and the particular material you are reading. Listening to a lecture is not a passive activity. You will need to give serious attention to developing your skills in notetaking if you are to get the most out of the lectures.

Apart from your Programme Manager, your main source of academic help will be your supervisors. The module taught sessions are your most important regular commitment, and attendance is compulsory. If you have to miss a taught session, always let your Programme Manager know as soon as possible the reasons for your absence (preferably in advance).

Students will attend Harrogate College one day a week but will be expected to conduct a significant amount of independent self-driven learning outside of this time. Almost all teaching will be practice based workshops or CAD workshops and much of this time will be used to demonstrate and practice the use of equipment and standard techniques of relevance to the topics under discussion. Students will also have supervised practical time in which they will be expected to conduct their own research.

The use of specially designed studio spaces allows for a mix of practical and theoretical based delivery. Some sessions will involve a blend of short, traditional expositions and lecture-style presentations interspersed with practical activities designed to reinforce or extend the material that has been presented. Students will be directed to particular chapters of textbooks or journal articles to read prior to teaching sessions, and there will also be videos, interactive quizzes, lecture notes available for study before and after taught sessions.

Both group and individual tutorials will be used to support students with their work and to ensure engagement with the programme.

2.2 Assessment

Formative assessments are an important part of the learning experience and are utilised to ensure that all necessary preparations for summative assessments have been made. The deadlines set for these will differ from module to module, and so you must make sure that you know the dates on which each of these are due, and you must plan your work well ahead in order to avoid a last-minute rush. Feedback relating to formative assessments will provide a useful foundation for the way in which you then approach the summative assessment.

2.3 Assessment Submission

The deadline for submission/presentation of assessed work is detailed in the assessment calendar and in the individual module handbook. **Written work will be submitted via Turnitin.** Alternative arrangements for assessments that cannot be submitted in this way will be outlined in the module handbook. Please note for work submitted via Turnitin there is no additional requirement to also submit a hard copy.

2.4 Word Limits

All module specifications and assessment briefs will detail the word count for each task and it is important that you work within this, as this will help to develop your evaluative and analytical skills. It is the responsibility of the student to submit work which is within the specified limit and to include a word count on all written assessed coursework. If you go beyond this limit assessors will disregard the part of assessed work which exceeds the specified limit by 10% or more.

For example, if the word count is 2000 words and a longer piece of work is submitted, the assessor will only consider the first 2200 words (limit + 10%). All work beyond that limit will be ignored and will not contribute to the grade.

If it is considered that a student has falsified the word count on an item of his/her course work, he/she will be subject to the Student Disciplinary action.

The word limit does not include footnotes and bibliographies (or appendices if relevant).

2.5 Draft Submissions

You are encouraged to submit drafts of your assessment in order to gain feedback on your progress. Please note that the latest date for draft submissions to be submitted will be 2 weeks prior to the hand in date for the assessment and the draft should be no longer than 25% of the maximum words for the assessment component e.g. for a 2000 word report a draft of up to 500 words could be submitted. Only one draft submission per assessment is permitted. Please see the Draft Submission Policy which can be found on the VLE for full details.

2.6 Assessment Feedback

All students will normally receive written feedback on their summative assessments within **3 working weeks**. The feedback will provide students with some sense of what the tutor regarded as the strengths and the weaknesses of the work. It will also offer some distilled advice in the form of several highlighted 'Ways to Improve' that can be applied to future pieces of work. Students will also receive feedback on examination performance. Again, the emphasis will be on strengths and weaknesses, and on 'Ways to Improve'. All staff will continue to have office hours during the summer term and students are encouraged to contact them to discuss the feedback on their assessed work. All marks are subject to ratification by an examination board.

In addition to written comments about your work, you are also likely to get verbal feedback either in class or on a one-to-one basis, and feedback from peers. Previous students have advised that it is important that you:

- Are not afraid to acknowledge your successes
- Reflect on the feedback you receive and think about what you have done well and how you could improve. For example, you could keep all of your feedback together and draw up an action plan based on common areas of strength or concern
- Try not to focus on the mark and ignore the feedback. If you have done well, your feedback will tell you why and if you haven't, it will suggest ways in which you can improve
- Consider the marks you are given and if you are disappointed in them, give yourself some time before going back to the feedback to look for ways to improve
- Try not to take negative feedback personally. It is given to help improve
- Are not afraid to approach tutors and lecturers for more feedback. Asking questions can be an important part of receiving feedback – and remember, your peers can be a valuable source of information too
- Use feedback to self-assess your work against the assessment criteria, where possible. This can help you to address any areas you need to improve on.

2.7 Extensions

Students are expected to plan their schedules allowing for the possibilities of minor disruptions in the writing period. Extensions for summative assessed work may only be granted for serious medical issues, or for severely difficult personal circumstances. Computer failure is not a valid reason for an extension and students are encouraged to back up their work regularly, and on an external or virtual device.

Extensions are only granted if applied for in advance of the deadline. A ***Short Extension*** normally for 5 working days-(not available for a reassessment attempt);

- Alternatively, if your problems are exceptional and outside your control, you can apply for ***Mitigating Circumstances.***

2.8 Mitigating Circumstances

Extenuating or mitigating circumstances are those events which will have a detrimental effect on your study. It is in your interest to draw the department's attention to them so that appropriate support mechanisms can be put in place. Such circumstances include (but are not limited to) illness, both bodily and emotional; the severe illness or death of a close family member; a shocking or traumatic personal experience. In addition, sudden, unexpected changes in family circumstances might affect your ability to make academic progress as a consequence of their demonstrable emotional impact upon you and may also be considered as mitigation. Please note that pressure of work is not considered to constitute Extenuating Circumstances. Further guidance can be found on the VLE.

We understand that for many students it may be difficult to disclose the details of these kinds of circumstances to those outside their family. However, we are fully supportive of students in difficult circumstances and want to assist if at all possible. All information received is treated confidentially. If you feel inhibited from talking to a Supervisor or other member of staff in the first instance, you may also consider talking to a member of HEDO or the Students' Union for initial, informal advice.

Clearly, though, in order for your circumstances to be considered, they must be conveyed formally. We expect that you will discuss your circumstances before Exam Boards meet, so that they may be taken into account in good time. You should be aware that, in the event you feel you need to appeal the outcome of an Exam Board, offering extenuating or mitigating circumstances at that point will need to be accompanied by a good reason why you withheld the information earlier. Without wanting to invade your privacy, we do expect that you bring such circumstances to your department's attention in a timely manner, despite the discomfort you might feel in doing so. Failure to disclose such circumstances at a time when you could have done so may subsequently be problematic. Your department will do all it can to support you in difficult situations.

Applications for Mitigation should be submitted prior to the assessment deadline, however, can be submitted up to 5 working days after the assessment deadline. In exceptional circumstances late applications, submitted up to 5 working days late may be considered, if there is a valid reason for the lateness. Please note any forms submitted after this time will not be considered.

Remember, any application you make has to be approved and may not be granted.

Students can apply for extensions or Mitigating Circumstances for all forms of summative assessment. You can also apply for Mitigating Circumstances for re-sit opportunities offered by the relevant Examination Board. However, Short Extensions will not normally be allowed for re-sits because of the need for timely progression to the next stage at the beginning of the academic year.

It is important that you discuss your situation with a tutor who will be able to provide guidance on the most appropriate course of action. In circumstances which are likely to affect your progress over a longer time period, you may be advised to suspend your studies until the circumstances no longer have an impact on your studies.

The following points will help you when submitting an application:

Do

- Review the grounds for applying for extenuating circumstances (see Student Guide to Extensions and Mitigation).
- Seek guidance from your Programme Manager or Supervisor if you are experiencing difficulties in completing your work on time.
- Meet with a tutor prior to the submission/examination date.
- Discuss with a tutor whether an extension would be appropriate.

- Request an extension where you are unable to meet the deadline.
- If applying for Mitigation submit an application that covers all module assessments, you are taking during the period of difficulty.
- Submit the application prior to the submission/examination date and for claims of Mitigating Circumstances within 5 working days from the submission or examination date.
- Complete all sections of the form.
- Include evidence to support your application.
- Make sure that you have received a receipt from your Programme Manager when you submit your application.

Don't

- Apply for any formative assessment pieces of assessment that do not count to your overall module mark.
- Use evidence that is undated or solely from family members supporting your application. You have to provide independent evidence.

Requests for short extensions (of 5 working days) are made through the Programme Manager and tracked within the department. Requests for mitigation are made using the form found on a link through the Moodle VLE. Completed forms are signed by the Programme Manager and must then be signed by the programme manager before being seen by the Mitigation Committee where they are reviewed. Mitigation requests must be submitted fully completed by the student and in a timely manner in respect to the deadline.

If extensions are granted, your work will be marked as if it was handed in on time. Work that is late and which is not covered by extensions or mitigation will be penalised in accordance with the Assessment regulations.

2.9 Fit to Sit

The University Centre's Extenuating Circumstances and Mitigation regulations are based on the Fit to Sit/Submit principle. This means that when you take an assessment you are declaring yourself fit to take the assessment.

If you feel that you are not fit to take the assessment, then you may wish to apply for an extension or submit a claim for your extenuating circumstances to be considered by the Mitigation panel.

In the event that you do not take an assessment and have not submitted a claim for extenuating circumstances, then your assessment will normally be recorded as a non-submission.

Requests for short extensions (of 5 working days) are made through the Programme Manager and tracked within the department. Requests for mitigation are made using the form found on a link through the Moodle VLE. Completed forms are signed by the Programme Manager and must then be signed by the programme manager before being seen by the Mitigation Committee where they are reviewed. Mitigation requests must be submitted fully completed by the student and in a timely manner in respect to the deadline.

2.10 Penalties for Late Submission

If you fail to submit work by the published date without approval but submit within six calendar days, it will be marked and then subject to the following penalties.

Submission within 6 calendar days: a 10% reduction for each calendar day late down to the 50% pass mark and no further.

Submission that is late by 7 or more calendar days: submission refused, mark of 0.

2.11 Grading and Classification

Presentation, style, grammar and spelling are important aspects of the ability to communicate ideas with clarity. Students are expected to familiarise themselves with the Style Guide and get into the habit of following its recommendations on presentation, footnoting, bibliography, etc. Poorly written assessments are less likely to meet the criteria laid down for a particular class than well-written ones.

For each module, you will complete one or two assessments. In addition, tutors will set ungraded or formative assessments as part of the learning process. At the end of the module an overall module mark is awarded based on the evidence of the summative assessments, with 50% being the pass mark.

Please refer to the Assessment Regulations, which can be found via the following link https://ucleeds.ac.uk/related-documentation/ for full details.

Grading

% Scale Score	Performance Standard
70+	Excellent pass
60-69	Good pass
50-59	Pass
0-49	Fail
0-39	Fail

The Examination Board will determine the classification of the overall award based on the arithmetic mean of all module marks for the 180 credits as below:

Mark Range	Classification
Up to 49	Fail
50-59	Pass
60-69	Merit
70-100	Distinction

Please note that the above table is a guide only. For more specific information regarding grading of modules and awards please to the Assessment Regulations which can be found here https://ucleeds.ac.uk/related-documentation/

2.12 Re-sit

If you have submitted an assessment and are deemed by the Programme Manager not to have passed the assessment (but it is considered that you have made a genuine attempt), or if you have failed to submit anything (non-submission) following the assessment board you may be permitted to re-sit the module assessment. If this is the case the resulting mark achieved for the final piece of work will be capped at the pass mark (50%). Only one resit opportunity is possible for any assessment component.

Suitable feedback will be provided to students who are offered a re-sit and a hand-in deadline will be set for the re--sit.

Key points

- Always submit something for every assessment.
- You must attempt all assessments at the first opportunity.
- You must do each assessment (essay, project, report, portfolio, exam etc.) for every module. You should do this even if you don't think you can fully complete them.
- You do not have an automatic right to re-sit or to repeat a year of study.
- The maximum mark that can be awarded for reassessed components is 50%.

See the Assessment Regulations via the following link for full details.
https://ucleeds.ac.uk/related-documentation/

2.13 Re-study

If, following a re-sit you are still unable to pass a module, the Board of Examiners may, at its discretion, permit one of the following repeat options:

(a) Partial retake as fully registered student:

(i) You would not be permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year,
(ii) You would have full access to all facilities and support for the modules and/or components being repeated,
(iii) The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,
(iv) You would retain the marks for the modules and/or components already passed,
(v) No further resit opportunities would be permitted.

(b) Partial retake for assessment only:
(i) As above except that access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.

(c) Full retake:

(i) This is only permitted where you have extenuating circumstances;
(ii) You do not progress to the next stage of the programme but instead repeat all the modules in the current stage during the following academic year,
(iii) You have full access to all facilities and support,
(iv) The marks that can be achieved are not capped, and you would normally be entitled to the resit opportunities available. However, you would not be able to carry forward any credit from previous attempts at the stage.

Please note that there would be a charge for any re-study opportunity offered

2.13 Graduation and Beyond

Information regarding the University Centre's degree ceremonies will be sent to you once you have completed your award and your results have been ratified by a Board.

Progression from the MSc Biosciences include entry into the local STEM sector (which contains many companies with a global presence). Core jobs within these industries are possible and the course has good links with local industries. Other careers include positions within agricultural research organizations (where the course also has links) as well as with government organizations as part of the Civil Service.
For those with research interests, local (and wider) areas of medical research and testing offer opportunities as well as opportunities within the food testing industry.
The biotechnology sector is a growing strength both globally and regionally requiring experienced and trained personnel such as graduates from the MSc Bioscience. Opportunities

within chemical companies and laboratory supply in specialist training and sales roles are accessible from the programme.
For those wishing to study further an M Tech in Biotechnology is a possibility as well as studying for a PhD.
Students may wish to start their own ventures as science entrepreneurs or to enter careers such as specialist teaching.

3 Policies and Procedures

3.1 British Values, Equality and Diversity

We follow governmental principles on British Values throughout the University Centre, these are: Liberty, Justice, Democracy and Respect. Full details can be found on our website.

At University Centre, Leeds we are proud of the social and cultural diversity of our community and see it as a strength that inspires innovation and creativity.

We aim to provide a stimulating and enriching educational experience for all of our learners, which enables them to reach their full potential and develop a range of skills in preparation for employment and other opportunities when they leave us.

The University Centre is home to people from a wide range of cultures and backgrounds with diverse beliefs, values and abilities. We believe that everyone should be treated with dignity and respect. In keeping with these principles, we are committed to building an inclusive and safe learning and working environment where the values of respect and tolerance are at the heart of University Centre life.

To help us achieve this, we have adopted a zero-tolerance approach to any form of discrimination, bullying or harassment in our learning or workplace environments.

We are constantly striving to move beyond legal compliance towards best practice in promoting and celebrating equality and diversity. We have published a wide range of equality information that outlines how we intend to achieve our goals in relation to inclusion and fairness and how we will drive the equality and diversity agenda forward over the next few years.

3.2 Social Media

Social media provides wonderful opportunities for life and for learning. The term social media describes the online tools, websites and services that people use to share content, profiles, opinions, insights, experiences, perspectives and media itself. These tools include social networks, blogs, message boards, podcasts, microblogs, livestreams, social bookmarking, wikis and vlogs. The feature that all these tools, websites and services have in common is that they allow conversations and online interactions between groups of people. These guidelines are not intended to deter individuals from using these communication tools but are necessary to help

protect staff and students and to prevent them damaging the University Centre either inadvertently or intentionally.

All students should be aware that failure to follow these guidelines could lead to disciplinary action, and in more serious cases could be considered gross misconduct and may lead to exclusion.

University Centre, Leeds is committed to the responsible use of social media. The University Centre may routinely monitor social media and it reserves the right to instruct relevant parties to remove unauthorised sites. Any information posted on social media sites must comply with the Data Protection Act.

For further information and full details please refer to the Student IT and Social Networking Policy which can be found on the Student Intranet.

3.3 Student Complaints

If you feel you have legitimate grounds for complaint, you should raise your concerns as soon as you become aware of the problem or issue arising. This should be in person, by e-mail or writing to the relevant person or your Supervisor. If this does not lead to a satisfactory outcome there is a formal academic complaints procedure, full details of which are provided on the VLE.

3.4 Academic Appeals

Your module lecturer will explain to you how the criteria have been applied to produce your mark. If you wish to appeal the decision of an Assessment Board, you may do so but only under specific grounds and after your results have been ratified by an Assessment Board. Please note that this is not a procedure to challenge academic judgment. If you feel you have grounds for an academic appeal, you will need to contact the HE Policy and Compliance Officer to put forward a claim for an academic appeal. For details of grounds under which Academic Appeals can be made please refer to the Assessment Regulations which can be found on the VLE.

Please note: You may not appeal on the grounds of academic judgement.

3.5 Research Ethics

All dissertations and research projects need to gain ethical approval via the University Centre's Research Ethics Process. Information and links to the application form can be found on the VLE.

3.6 Academic Misconduct

Training in issues surrounding plagiarism and poor scholarly practice is offered in first year modules, however if you require any further training you should refer to your Programme Manager. Plagiarism is a serious offence and if proven leads to action which could have a detrimental impact on your award.

Students should always identify sources for specific information and, where appropriate, the ideas used in assessed work. It is bad academic practice for a student to fail to do so, just as it would be for an author writing a book or learned article. Poor, sloppy or negligent practice may not result in formal action being taken but will receive lower marks in line with the marking and classification criteria. The Department uses plagiarism software to identify plagiarism in students' assessed work. This also highlights cases of self-plagiarism.

In order to avoid academic misconduct, the University Centre is committed to continually educating its students on how to develop good academic practice and writing skills. The following support is available, and it is recommended that you take advantage of this:

- Advice and guidance from the Students' Union.
- Facility for students and staff to use plagiarism e-detection software - Turnitin
- Briefings on academic misconduct provided at student induction events and during relevant modules

What follows is a brief summary of the Academic Misconduct procedure and should be read in conjunction with the Student Guide to Academic Misconduct which is available on the VLE. You are strongly recommended to read the guide. It provides a detailed explanation of academic misconduct, the procedures which must be followed when an academic misconduct offence is suspected and the possible penalties.

Academic misconduct is defined by the University Centre as any activity or attempted activity which gives an unfair advantage to one or more students over their peers and is treated very seriously.

To ensure that students are treated fairly and equitably, academic misconduct is divided into the following two types:

Academic Negligence: This is regarded as the least serious offence and covers first time minor offences. It includes plagiarism that is small in scale, not related to the work of other students, and which is considered to have resulted from ignorance or carelessness.

Academic Malpractice: This covers extensive paraphrasing of material with no acknowledgement of the source, systematic failure to reference, cheating, collusion and subsequent cases of Academic Negligence.

If suspected of academic misconduct, you will be required to attend either an informal or formal meeting and if subsequently found guilty, you will receive a penalty, the most serious of which can be exclusion from the University Centre. The processes and penalties are described in The Student Guide to Academic Misconduct. If you are found guilty of academic misconduct after the end of your course, any award that you have received may be withdrawn. This can be done after you have graduated.

The following tips may help you to avoid academic misconduct:

Do

- Familiarise yourself with the regulations and penalties that can be incurred. For professional programmes, a single case of academic misconduct may result in you being discontinued from your course.
- Make sure that you know how to correctly acknowledge other people's work or opinions and get feedback from your Tutor on whether or not you are doing this correctly.
- Take care when making notes from books or articles. Always keep a record of whether your notes are a paraphrase of the source or a direct quotation, so that you don't inadvertently include quotes without proper acknowledgement (this is a frequently cited reason students give when accused of academic misconduct).
- Seek support from your Module or Supervisor if you are experiencing difficulties in completing your work on time.

Don't

- Cut and paste (or reproduce) chunks of material from electronic sources or books/articles (even if you acknowledge the source, material not stated as being a direct quotation will make you vulnerable to an accusation of academic misconduct).
- Loan your work to other students (if it is then copied, you may be accused of academic misconduct).
- Borrow work from current or previous students.
- Submit the same work for different assessments.
- Get someone else to do your work (essay-writing web sites don't always keep their promises and have been known to inform universities of students who have purchased work).

3.7 Assessment Regulations

The full assessment regulations can be found here https://ucleeds.ac.uk/related-documentation/

Quality Assurance

A range of checks and safeguards is in place to ensure that that the qualification you receive at the end of the course continues to be current and acceptable to the University Centre, HE institutions and employers.

4.1 Student Voice

Regular feedback from students plays an important part in planning modules and developing teaching skills within the department. In order to ensure that students can make a direct impact on the ways in which they are being taught, every tutor asks students to complete a questionnaire at the end of each module and circulates a written report on this feedback prior

to discussing with the students concerned any resulting changes. At the end of the year a further questionnaire will be circulated which considers the programme as a whole.

We take your comments very seriously and you can find out what actions have been taken in response to your feedback through your Course Representative, the Students' Union, your tutors or your course VLE.

For example, students felt that there were insufficient copies of key texts available in the library and more books were bought. This is one example amongst many - the team value the comments of students and act on them wherever possible.

4.2 Course Committee Meetings

Course Committees are made up of student representatives, members of academic staff and library representatives. They provide an accessible arena for students to discuss with staff issues connected to teaching, learning and student support. They also provide an opportunity for the departments to receive feedback from students, particularly if changes to a course are proposed.

Each course is asked to elect a minimum of one student representative from each year of study, and meetings are held twice a year. Any student who wishes to raise an issue concerning a particular module, their programme or any other departmental issue should raise it with their student representative. Student representatives will be provided with training relating to their role and will also be invited to meet with student representatives from other programmes. We take matters raised through Course Committee Meetings and by student representatives very seriously.

Course Committee Meetings for your programme are as follows:

November 19th 2020
March 25th 2021

All meeting papers will be made available on the VLE.

4.3 Moderation

The course is not subject to an external examination regime. All student work is continually assessed by the lecturers and is subject to internal and external moderation. A range of checks and safeguards is in place to ensure that that the qualification you receive at the end of the course continues to be acceptable to the University Centre, HE institutions and employers.

The Awarding Body is The Open University. In order to be able to offer this qualification, the University Centre has been subject to stringent approval processes with the university, considering aspects such as staffing, resources and quality systems. The Open University also monitors the quality of the awards through a range of ongoing measures and activities. The

University Centre Leeds

The Open University

University Centre is also subject to inspections undertaken by the QAA (Quality Assurance Agency) in order to ensure that prescribed quality standards are being maintained.

4.4 End of Year Procedures

Once all assessments have been marked, moderated and seen by the External Examiner, your mark profile will be compiled and submitted to the Examination Board. The Examination Board considers the mark profiles of each student and will confirm achievements and classifications.

NB. If you have not paid your fees in full your profile will not be presented to the Examination Board and you will not be able to receive your award.

Within 15 working days of the Board, the Chair of the Examination Board will write to you informing you of the decision of the Board and will give you a copy of your grade profile. If you, when you consider your grade profile, think you might have grounds to request an Academic Appeal (see the Academic Appeal Regulations/Guide for information relating to grounds) you must initially engage in an informal discussion with the Higher Education Policy and Compliance Officer within 10 days of the results being published.

Any issues that cannot be resolved through an informal discussion may result in the submission of an application for an Academic Appeal – please see the Student Guide to Appeals, which can be found on the VLE, for further information.

N.B. It is your responsibility to ensure that your Head of Department/Programme Manager has your correct address. The University Centre will not be responsible for results which are sent to old addresses if you have not updated your contact details. If you do not receive your results within the agreed time it is your responsibility to contact the Higher Education Registry Assistant at heregistrar@ucleeds.ac.uk to obtain a replacement letter.

4.5 External Examiners

Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called external examining which is one of several ways that we confirm that standards are met. An external examiner is generally an experienced lecturer from another university who offers an independent view as to whether the work of students on the course is of the correct standard. The external examiner does this by looking at a sample of work (e.g. assignments, exam answers, dissertations), discussing the work with your lecturers and attending the assessment boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified. The external examiners' reports are made available to students on the VLE.

The external examiner for your course is James Brogden. Sometimes, your modules may have a different external examiner and your module leader can provide details on request.

Please note that students are not permitted to contact external examiners directly and external examiners will not respond to any communication from individual students. If you have any concerns about your course then please speak to your Programme Manager.

5 Safety, health and well-being

5.1 Notification of Infectious Disease

If you have been diagnosed with or have had contact with an infectious disease, you must notify us in writing within 24 hours of diagnosis. You must not return to the University Centre until a medical practitioner's certificate of clearance has been submitted.

5.2 Fire Safety Procedures

Fire prevention is everyone's responsibility. You can help to prevent fires by:

- Good housekeeping
- Safe use of electrical and gas appliances
- Observing our no-smoking policy

5.3 Fire Information

Fire information is present on Fire Action Notices displayed in all college buildings. These are normally present in corridors or inside classrooms.

They inform you of the appropriate action to take, the location of the nearest Fire Alarm Call Point, the location of firefighting equipment and the location of fire assembly points.

All fire exit routes are clearly identified. You should take the opportunity to familiarise yourself with the location of fire exit routes and fire assembly points for the buildings that you may use in the course of your studies.

If you discover a fire

If you discover a fire, you should sound the alarm by operating the Fire Alarm Call Point. You should report the circumstances and site of fire by calling 999 – indicated on the Fire Action Notice.

Do not tackle the fire unless you have been trained to do so. Evacuate the building to the fire assembly point indicated on the Fire Action Notice. Do not re-enter the building until officially authorised to do so.

Fire evacuation

On hearing the Fire Alarm, everyone should proceed calmly to the nearest available safe fire exit, as indicated by the green and white fire exit signage. Please assist visitors.

Follow the route to get out of the building and continue on to the fire assembly point so as not to impede the remaining evacuees exiting the building.

Take appropriate action to assist mobility impaired persons or wheelchair users to a safe refuge.

- Do not stop to collect belongings and do not try to leave by your usual entry route unless this is the way indicated by the escape signs.
- Do not attempt to use the lifts.
- Do not restrict emergency service access routes.
- Do not re-enter building until officially authorised to do so

Evacuation is practised through fire drills. However, you should regard any continuous sounding of the alarm as a fire incident and act accordingly.

5.4 Students with Disabilities

You are expected to declare any disability that would affect your safety in the event of a fire, e.g. hearing impairment or the use of a wheelchair.

If you are referred to the Disability Adviser, a Personal Emergency Evacuation Plan (PEEP) will be developed for you, as appropriate.

5.5 First Aid

First Aid Notices (green and white) are displayed in all college buildings alongside the Fire Action Notices (predominantly blue and white) and alongside, or adjacent to, each First Aid box. Each first Aid Notice gives the following information:

- The location and contact number of the nearest First Aiders(s)
- The location of the nearest First Aid box
- The University Centre emergency telephone number 3333
- Other emergency contact numbers

The names and telephone numbers of the nearest First Aiders can also be obtained from the Health and Safety team on 2166334.

5.6 Accident and Incident Reporting

All accidents, incidents and dangerous occurrences must be reported to, and recorded by University Centre staff.

Accident report forms (HS1) are available on the intranet.

5.7 Policy Statement

Leeds City College Corporation accepts both moral and legal responsibility as an employer to ensure; so far as is reasonably practicable, the safety, health and welfare at work of all its employees. The College will ensure to conduct its undertakings in such a way that persons not in direct college employment (i.e. students, contractors and members of the general public) who may be affected, are not exposed to risks to their safety and health. In addition, the College will actively endeavour to limit the adverse effects on the environment in which operations are carried out.

All safety, health and welfare matters will be treated as a management responsibility equal to that of any other managerial function.

Leeds City College Corporation is committed to continuous improvement in health and safety performance and to attaining the highest possible practice standards throughout the college.

University Centre Leeds

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HIGHER EDUCATION CALENDAR

College Week	*Commences Monday*	*Note*	*2nd YEAR*	*1st YEAR*	*Prog. Week*
1	27-Jul-20	29th July 2020 deadline for MA students			
2	03-Aug-20				
3	10-Aug-20	**Assessment for MA completed**			
4	17-Aug-20				
5	24-Aug-20				
6	31-Aug-20				
	02-Sept-20	**EXAM BOARD for MA Students**			
7	07-Sep-20	**HE Enrolment**			
8	14-Sep-20	**HE Enrolment**			
9	21-Sep-20	**Semester 1 starts INDUCTION**	Symposium prep	Online session What are they each needing?	1
10	28-Sep-20	**MOD 1 & 4**	**BOTH GROUP MEETING either in person or online**	**BOTH GROUP MEETING either in person or online** proposal	2

			symposium		
11	05-Oct-20	**Exam board MA**	Symposium prep	Proposal Workshop and induction into photography and library?	3
12	12-Oct-20		**SESSION ON USING IMOVIE- Caroline**	**SESSION in college ON USING IMOVIE- Caroline**	4
13	19-Oct-20	**Staff development Day (Fri 23rd Oct)**	tutorials	tutorials	5
14	26-Oct-20	**Half Term**			
15	02-Nov-20		Filming/editing	Filming/editing Website portfolio and blog session Caroline- **in college workshop** **Online proposal session**	6
16	09-Nov-20	tutorials	Filming/editing	Filming/editing Proposal session	7
17	16-Nov-20	**SYMPOSIUM LAUNCH**			8
18	23-Nov-20		Micro teach	DRAWING	9
19	30-Nov-20		Micro teach	DRAWING	10
20	07-Dec-20		Micro teach	PRINTMAKING	11

21	14-Dec-20	**MOD 1 DEADLINE**			12
22	21-Dec-2020	**Christmas Holidays**			
23	28-Dec-2020	**Christmas Holiday**			
24	04-Jan-21	**Staff Development Day**			13
25	11-Jan-21				14
26	18-Jan-21	**MOD 4 DEADLINE**			15
27	25-Jan-21	**Semester 2 starts** **START MOD 2** **START MOD 5**		Print workshop	16
28	01-Feb-21			Photographic workshop ALL STUDENTS INVITED	17
29	08-Feb-21			Drawing workshop	18
30	15-Feb-21	**Half Term**			
31	22-Feb-21			CAD DIGITAL ART	19
32	01-Mar-21	**Exam Board Week-** **MOD 1 & 4**		PAINTING SESSION	20
33	08-Mar-21			SCULPTURE SESSION	21
34	15-Mar-21			DRAWING	22
35	22-Mar-21			3D WORKSHOP	23
36	29-Mar-21	**Deadline MOD 2** **START MOD 3**		ZINE WORKSHOP	24

37	05-Apr-21	**Easter Hols (Easter Monday)**			
38	12-Apr-21	**Easter Hols**			
39	19-Apr-21			Paper cutting and collage	25
40	26-Apr-21			Filmmaking	26
41	03-May-21	**Bank Holiday Monday**			27
42	10-May-21				28
43	17-May-21				29
44	24-May-21				30
45	31-May-21	**Half Term**			
46	07-Jun-21	**Deadline MOD 3**			
47	14-Jun-21	**ASSESSMENT MOD 3**			
48	21-Jun-21	**Exam Board Week MOD 2&3**			
49	28-Jun-21				
50	05-Jul-21	**Deadline for MOD 5 (ONLY 2021-This will change to IN line with 1st year deadlines in 2022)**			
51	12-Jul-21	**EXHIBITION**	EE		
52	19-Jul-21				
	26-Jul-21				
	SEPT 21	**EXAM BOARD MOD 5**			

NOTES

Due to circumstance around the 2020/21 COVID 19 pandemic timetables will be subject to change. All lectures workshop tutorials have been moved online until further notice

Annexe 1 - Curriculum map

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7	D8
7	**Module 1:** Critical Contexts and Practice Methodologies	X							X	X		X		X			X				
	Module 2: Research and Development	X	X			X	X					X	X			X					
	Module 3: Practice in Context		X	X	X			X	X	X	X							X		X	
	Module 4: Strategies of Practice	X	X	X	X			X	X	X	X	X							X		
	Module 5: The Masters Project		X	X	X	X		X	X	X	X		X		X			X	X	X	X

Appendix 3 Assessment Grids

Annexe 3 – Assessment Map

Module Titles	**Practice proposal**	**Presentation**	**A portfolio of work-in-progress and blog**	**Practice in Context Essay:**	**Symposium and The Symposium Paper**	**A portfolio of work-in-progress**	**Final Exhibition**	**Critical Evaluation**	**Evidence of the professional application**
Module 1: Critical Contexts and Practice Methodologies	80% 3000 words	20%							
Module 2: Research and Development			**100%**						
Module 3: Practice in Context				100% 5000 words)					
Module 4: Strategies of Practice					30% Presentation 2000 words paper	70%			
Module 5: The Masters Project							70%	15% 3000 words	15% planning, organisation, and progression of the final production