

## HIGHER EDUCATION

**BA (Hons) Creative Hair and Media Makeup Top-up**

**BA (Hons) Creative Hair and Media Makeup (Fashion and Editorial) Top-up**

**BA (Hons) Creative Hair and Media Makeup (Film, TV, and Prosthetics) Top-up**

### PROGRAMME HANDBOOK 2024/25



## Table of Contents

<b>Welcome from the Principal</b>	<b>4</b>
<b>Introduction</b>	<b>5</b>
<b>Section 1</b>	<b>5</b>
1.1	5
1.2	7
1.3	11
1.4	<b>Error! Bookmark not defined.</b>
1.5	<b>Error! Bookmark not defined.</b>
1.6	13
1.7	13
1.8	14

**1.9** 14

**1.10** 15

**1.11** 15

**1.12** 15

**1.13** 16

**1.14** 16

**1.15** 16

**1.16** 17

**1.17** 17

**Section 2** 17

**2.1** 17

**2.2** 17

**2.3** 18

**2.4** 18

**2.5** 18

**2.6** 19

**2.7** 19

**2.8** 19

**2.9** 21

**2.10** 21

**2.11** 22

**2.12** 22

**2.13** 23

**2.14** 24

**3.1** 24

**3.2** 24

**3.3** 25

**3.4** 25

**3.5** 25

**3.6** 25

**3.7** 27

**Section 4** 27

**4.1** 27

4.2 27

4.3 28

4.4 28

4.5 29

**Section 5** 29

5.1 29

5.2 29

5.3 29

5.4 30

5.5 30

5.6 31

5.7 31

**Appendices**

**35**

**Appendix 1 - Useful Links**

**35**

**Appendix 2 - HE Calendar 2024-2025**

**36**

**Appendix 3 - Learning Outcome Grids**

**38**

**Appendix 4 - Assessment Grids**

**39**

**Appendix 5 - Assessment timetable**

**40**

## Welcome from the Principal



I am delighted to have this opportunity to welcome you and 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 University Centre Leeds we know that the whole Higher Education experience is at the heart of student success. That is 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 Luminare Education Group**

## **Introduction**

University Centre Leeds is a partner institution of The Open University.

This handbook is designed to provide you with a range of information relevant to your BA Honors 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 (Virtual Learning Environment).

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.

## 1.1 Registry Office

The Registry Office 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 they 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, want information, or need help over and above that which your tutors can provide then contact the Registry Office. 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.

### Registry Team

Jo Tyssen	Group Director of Quality and Standards	<a href="mailto:Joanne.tyssen@ucl Leeds.ac.uk">Joanne.tyssen@ucl Leeds.ac.uk</a>
Vicky Taylor	HE Registrar	<a href="mailto:heregistrar@ucl Leeds.ac.uk">heregistrar@ucl Leeds.ac.uk</a> 0113 235 4566
Susanna Cruz	Senior Examinations Officer	<a href="mailto:heregistrar@ucl Leeds.ac.uk">heregistrar@ucl Leeds.ac.uk</a> 0113 235 4566
Caroline Harnett-McMillan	HE Administration Lead	<a href="mailto:headmin@ucl Leeds.ac.uk">headmin@ucl Leeds.ac.uk</a> 0113 235 4417
Jenna Wilkinson	HE Admissions Lead	<a href="mailto:admissions@ucl Leeds.ac.uk">admissions@ucl Leeds.ac.uk</a> 0113 235 4450
Susan Jagboro	HE Admissions and Admin Assistant	<a href="mailto:admissions@ucl Leeds.ac.uk">admissions@ucl Leeds.ac.uk</a> 0113 235 4876
Jasmine Brearley	PA to Dean and Associate Dean	<a href="mailto:Jasmine.brearley@ucl Leeds.ac.uk">Jasmine.brearley@ucl Leeds.ac.uk</a> 013 235 4884
Graham Archilli-O'Brien	Deputy Head of HE Quality	<a href="mailto:hequality@ucl Leeds.ac.uk">hequality@ucl Leeds.ac.uk</a>
Katherine Connorton	HE Policy and Compliance Officer	<a href="mailto:hequality@ucl Leeds.ac.uk">hequality@ucl Leeds.ac.uk</a> 0113 2354407
Donna Marshall	HE Curriculum Administrator (Evenings)	<a href="mailto:Donna.marshall@ucl Leeds.ac.uk">Donna.marshall@ucl Leeds.ac.uk</a> 0113 2354876




Laura Macgregor	Widening Participation and Outreach Manager	<a href="mailto:Laura.macgregor@ucleeds.ac.uk">Laura.macgregor@ucleeds.ac.uk</a>
Luke Harwood	HE Engagement and Promotions Officer	<a href="mailto:Luke.harwood@ucleeds.ac.uk">Luke.harwood@ucleeds.ac.uk</a>
Adam Stowe	HE Welfare and Progression Officer	<a href="mailto:Adam.stowe@ucleeds.ac.uk">Adam.stowe@ucleeds.ac.uk</a>
Sonia Ghafoor	HE Student Support Manager	<a href="mailto:hestudentsupport@ucleeds.ac.uk">hestudentsupport@ucleeds.ac.uk</a> <a href="mailto:Sonia.ghafoor@ucleeds.ac.uk">Sonia.ghafoor@ucleeds.ac.uk</a>
Simon Wilson	HE Learning Support Officer	<a href="mailto:hestudentsupport@ucleeds.ac.uk">hestudentsupport@ucleeds.ac.uk</a> <a href="mailto:Simon.wilson@ucleeds.ac.uk">Simon.wilson@ucleeds.ac.uk</a>
Alison Longden	HE Counselling and Mental Health Officer	<a href="mailto:hestudentsupport@ucleeds.ac.uk">hestudentsupport@ucleeds.ac.uk</a>
David Hartshorne	HE Research Librarian	<a href="mailto:David.Hartshorne@harrogate.ac.uk">David.Hartshorne@harrogate.ac.uk</a> 0113 2354697

## 1.2 Curriculum Department Contacts

Welcome to the BA Creative Hair and Media Makeup which sits in the HE Creative Arts School.

The department has several roles that are assigned to staff. Listed below are the team members and their key roles and research interests.

Tom Poultney Head of Department Quarry Hill campus, Room 3.03 0113 216 1809	Tom Poultney is the Head of Department for Higher Education Creative Arts. Tom has worked across the Art Enterprise and Photography degrees at Leeds City College. Tom is a practising artist and is interested in many forms of creative practice; current research is focused on internet culture, and particularly the creation of online communities through the development of new forms of communication
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<p>Naomi Francis - Course Leader naomi.francis@ucleeds.ac.uk Quarry Hill Campus, Room: 2.01 0113 216 1733</p> 	<p>My background in Drama, Theatre Studies and Art and Design sparked my initial obsession for theatrical makeup and special effects for the film industry. With my appetite to learn and progress into the extraordinary world of makeup artistry, I graduated from Worcester College of Art and Design with a HND in Theatrical Makeup; Special Effects Makeup, Hair, and Costume. My passion remains in the theatre, working as a hair and makeup artist on productions such as 'Through the Looking Glass,' 'The King and I,' 'Cats' and 'Hercules.' Whilst establishing my career path over 15 years, I expanded my experiences of the industry by working on various editorial and catwalk campaigns which led me to work for a well-known cosmetics brand as a Business Manager for 8 years. Here I learnt interdisciplinary elements such as marketing, trend forecasting and branding whilst continuing to develop my practical skills and understanding of skincare. I am currently part time Program Manager for the MA in Creative Practice at UC Leeds and lecture on the FD and BA (Hons) Creative Hair and Makeup programme. In 2022 I graduated from Leeds Beckett with a Masters in Management Marketing. I am extremely passionate about the industry and building student's confidence in networking, self-promotion, innovation, and entrepreneurship, with the aim to develop personal and professional skills in an exciting field of creative work.</p>
<p>Estelle Greenhalgh Deputy Head and Lecturer Quarry Hill Campus, Room 2.01 0113 216 1733</p> 	<p>After training in Fashion, Theatrical and Hair and Media Make-up, I began to promote myself as a freelance makeup artist. Whilst working freelance I was employed in a variety of different contexts within the fashion, television, bridal and photography industry to include Calendar (Yorkshire Television), bridal designers to include Sharon Cowen, Asian bridal wear companies, short films, fashion shows and events and providing makeovers for the public and for promotional images for personalities from TV productions including Holyoak's, The Apprentice and Big Brother. One of my favourite roles in this time was as a beauty editor for the magazine publication Chic Lifestyle. My current interests include catwalk and Avant Garde fashion, period dramas and contemporary body art using 3D appliances.</p>
<p>Program Manager and Lecturer Helen Gorman</p>	<p>I have worked in the makeup industry for over 15 years, and I have a broad knowledge of working in television,</p>



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fashion, retail, and commercial areas of the industry. Since qualifying with a BA Hons. Degree from Bradford College I have continued my studies completing a PGCE and receiving a first-class MA in International Fashion Design Management at Huddersfield University. I have worked on numerous primetime television shows, freelanced for The Daily Express and The Daily Mirror newspaper as well as working for MAC Cosmetics. In my free time I enjoy working in the industry and networking with industry professionals to enhance my practice and knowledge of the sector.

Charli Butterfield - Course Leader  
charli.butterfield@ucleeds.ac.uk  
Quarry Hill Campus, Room: 2.01  
0113 216 1733



I have been in the makeup industry for 10 years and have previously worked for both Illamasqua and Urban Decay as a makeup artist, manager, and trainer. During my time with these brands, I worked at London Fashion Week, held a demo at UMA Expo and was a finalist in the staff category of Illamasqua's Distinction in Makeup Artistry Awards held at BAFTA. I have worked freelance on numerous projects in my career, including work for print, music videos and film. My research interests are varied, coming from both a Media Makeup qualification and a master's degree in history of art - my current research is in the subcultural study of expression identity within music fandoms, and I also have a keen interest in the history of makeup, creative makeup design and exploring gender theory.

Sofie Manners – Course Leader  
sofie.manners@ucleeds.ac.uk  
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Whilst studying media makeup I started my career working for Nars cosmetics. Over the past nine years I progressed into management roles working for numerous brands including Bobbi Brown, Aveda, Chanel, Christian Dior, Illamasqua and Mac. Here I was given many opportunities including makeup for a Fendi truck show. From working with these brands, I have excellent links in industry and a networking platform that supports my teaching practice. My freelance work has been used on various fashion websites including ASOS. I graduated from Leeds with a PGCE and continue to research into teaching and learning methods. My research interests currently include makeup for high definition, body art and art movements. I have recently completed an MA in Fashion Communication and Management at Huddersfield University which I will graduate from in November 2022.

Natasha Jordan – Course Leader  
[Natasha.jordan@ucl Leeds.ac.uk](mailto:Natasha.jordan@ucl Leeds.ac.uk)  
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 Campus  
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Starting my career in makeup over 20 years ago, I achieved success in the industry working across the UK for different productions, publications, and international commercial advertisement as well as live music tours including the band 'Take That' and catwalks including Britain's 'Next Top Model' Live.

Having previously worked in London as a sculptor and painter for a company who specialised in stage sets and props this led me to specialising my career in prosthetic makeup. Alongside working on set, I have supplied prosthetic appliances for film and TV productions in the UK. As the airbrush demonstrator for one of the original leading airbrush brands, I was invited to join the committee to write the makeup National Occupational Standards for Habia UK in 2008. This established the basis of all further education curriculum in media makeup and set the first airbrush training standards required due to the arrival of HDTV - these standards are still in use today.

This work introduced me as an educator, I have taught makeup for international students at Central St. Martins, London College of Fashion, and the Schwarzkopf Academy in London and as a keynote speaker for makeup effects at IMATS, London (International Make-up Artist Trade Show). I have been part of the writing process and validation of four media makeup degree programs as well as a full time Program Leadership role where I ran a specialist prosthetics suite of courses from Levels 3-6. I had planned to return to freelance makeup once my daughter grew up, but I have fallen in love with teaching and mentoring young people, taking great pleasure in seeing them succeed in an industry I love.

Cristina Romano  
 Prosthetics  
 Demonstrator/Technician  
[cristina.romano@ucl Leeds.ac.uk](mailto:cristina.romano@ucl Leeds.ac.uk)



Having graduated with a First-class Honours in Prosthetic Makeup effects at Craven College, I went on to work in lots of different areas of the industry including theatre, film, and fashion and demonstrator roles. My work included applying prosthetics for productions such as 'The Wizard of Oz' and 'Phantom of the Opera.' Special Effects makeup for short films in Leeds such as 'Hitmen' and 'Wretched Things.' Recently, I worked for MAC cosmetics as an artist where I demonstrated at training events, workshops, lessons, and some local city fashion shows. Through my work experience, I gained a range of different skills and experiences from all areas of makeup. I am passionate about makeup artistry and love to support people in their learning, which I can do in my role as Demonstrator/ Technician. Here, I can focus my skills on supporting the next generation of makeup artists and work towards becoming a Prosthetics teacher.

Danielle Hill  
 Lecturer

Having completed my hairdressing apprenticeship at Toni & Guys over 17 years ago, I advanced and studied the 'Art directors' program, this quickly took me down the

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creative route of fashion and editorial work within the industry. Overall, this taught me the art of hair and how to push the boundaries of my own creative abilities. I have worked for various worldwide brands such as L'Oréal, Cloud 9, and Hot tools to name a few, being a creative member of their Art teams. I produced collections, partook in many shows and stage work, and joined various teams at London Fashion week. Alongside this I regularly educated in Europe selling out educational seminars for a brand I am still aligned with, Oway international. I went on to complete my Certificate in Education back in 2011, this enabled me to progress to head of educational teams both academically and creatively for a large hairdressing group. Here I lead the team to win 'best hairdressing education establishment' twice at the Hairdressing business awards in London. I have a firm passion to bridge the gap between the lack of diverse knowledge of the ethnic minorities community especially related to hair types. I work closely with various educational establishments already to boost knowledge and confidence in the offering of all hair types. Alongside education, I run my own business to include wig making, hair loss and working with curly/kinky hair as a specialty. My interests of research now are Hair loss in men and women, particularly the recent advance in the hair pieces on offer and the inclusion of different hair types to the National hairdressing standards. Recent CPD activities include online refresh of knotting/wig making, monthly subscriptions to the leading awarding bodies in Hairdressing and listening to podcasts from respectyou.me on 'The awareness of Afro texture hair in UK hairdressing.'

### 1.3 Programme Rationale and Aims

This course meets the need of the industry of providing a higher-level qualification for the Fashion, Theatrical and Media Hair and Make-up sectors. It will provide students with the academic skills and knowledge required by employers, agencies, and freelance artists to forge a successful professional career. The development of your creative understanding and identity is essential alongside the business acumen required to succeed in a competitive marketplace. The program aims to:

- Provide a comprehensive and challenging practice-led programme in Creative Hair and Media Makeup which facilitates access and progression for a wide range of students from diverse backgrounds into various creative industry contexts with specialist pathways.
- Offer a robust BA (Hons) Top-up programme that provides opportunities to produce resolved and technically accomplished creative work, relevant to current practices in the fashion and screen industries.
- Develop students with a range of practical skills pertinent to contemporary professional hair and media makeup practice

- Produce graduates who have both subject specific skills (expressive, creative, technical) and transferable skills (communication, teamwork, project management, problem solving, questioning) which are key to being employable within the creative industries
- Produce graduates with creative flexibility and entrepreneurial ability relevant to the creative and cultural industries
- Produce graduates who understand Creative Hair and Media Makeup in the wider social and cultural environment

### Program Learning Outcomes

<b>3A. Knowledge and understanding</b>	
<b>A1</b>	Critically evaluate key theories, issues and debates pertinent to contemporary makeup practice and its wider social and political contexts
<b>A2</b>	Critically analyse creative hair and makeup practices and practitioners to contextualise own work
<b>3B. Cognitive Skills</b>	
<b>B1</b>	Critically evaluate and interpret evidence from a variety of sources.
<b>B2</b>	Develop an innovative makeup practice by purposefully experimenting with new approaches to equipment, products, and techniques
<b>B3</b>	Employ a systematic problem-solving process to develop creative makeup solutions
<b>3C. Practical and Professional Skills</b>	
<b>C1</b>	Act autonomously with limited supervision or direction within agreed guidelines
<b>C2</b>	Develop specialist working methodologies to produce concepts suitable to the makeup context
<b>C3</b>	Skilfully communicate makeup concepts using relevant equipment, skills, and processes.
<b>3D. Key/Transferable Skills</b>	
<b>D1</b>	Effectively communicate in a range of professional contexts



D2	Critically reflect on own performance to inform future personal and professional development
D3	Effectively work with others in a range of situations

#### 1.4 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 Registry Office. These are likely to be regarding matters such as results and graduation arrangements. If you change your address during the year (either your home or term-time address), please inform the HE Registry Assistant at [heregistrar@ucleeds.ac.uk](mailto:heregistrar@ucleeds.ac.uk) and your Head of Department.

#### 1.5 Personal Tutors

All undergraduate students are assigned a Personal Tutor. The Personal Tutor for your programme is Helen Gorman, Charli Butterfield and Sofie Parkin who can be contacted via the contact details above.

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

Broadly speaking, a Personal Tutor's function is to provide academic advice and pastoral support. Students should regard their Personal Tutor 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 Personal Tutor. Many students get through university perfectly happily with the support of friends, family, and/or the staff they get to know as teachers. All 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 important that they see their Personal Tutor 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 to avoid the module tutor. 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 module tutor as soon as possible and explain the situation. If that is difficult for the student, they should first see their Personal Tutor who will then liaise, as necessary.

One of the roles of the Personal Tutor 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 individual experiences of teaching the student.

## 1.6 Student Support

The Student Support team can provide support with any learning disabilities, mental health difficulties, sensory impairments, and physical disabilities. They can also help with any personal, financial, and career-related queries. Whether you want help to find practical information or need someone to talk to, we can offer comprehensive and confidential support.

### Learning support

The role of the Learning Support team is to help students with disabilities and learning difficulties to achieve their full potential while studying at University Centre Leeds. Learning support staff can offer several different support options, such as exam and assessment arrangements, access to assistive technology, one to one support sessions and guidance when applying for external support such as Disabled Students' Allowance (DSA). Study support may include help with managing your time more effectively, developing your essay planning and proofreading skills, along with a variety of resources on different study-related topics.

### Mental health support

We have qualified counsellors at University Centre Leeds who can help you with your mental health if you experience any difficulties while studying with us. The support offered includes short term counselling, mentoring, referral, and signposting information. If you are referred to the support team for mental health support, you will be invited to attend an initial assessment. This will provide you with the opportunity to discuss your difficulties in a confidential setting and receive information about internal and external support. Disabled Students' Allowance (DSA) can also be applied for if you have a mental difficulty; you can speak to the support team for help with this.

### Wellbeing support

The Student Support team can offer general wellbeing support on how to balance your studies, staying safe, sexual health, food banks, accessing external support and any student finance issues.

### Careers and progression

We offer a variety of services to improve your employability and prepare you for your desired career path after you study with us. You can access practical tips on how to attain a part-time job or volunteering positions, find graduate positions, how to craft the perfect CV and connect with the industry. You can also receive information and guidance about joining our Student Ambassadors programme.

If you think you would benefit from some additional support during your time with us, there are several ways you can contact the Student Support team. You can speak to your course tutor who will refer you to the appropriate member of the team, you can email them at, [hestudentsupport@ucleeds.ac.uk](mailto:hestudentsupport@ucleeds.ac.uk) or you can refer yourself to one or more of the services on the UC Hub. The team is based on the 5th floor of the University Centre if you would prefer to speak to them face to face.

## 1.7 The Virtual Learning Environment (VLE)

All programmes are supported by the College's VLE which provides a range of resources, activities, and information for students. The College utilises Google Classroom as a VLE and you will find that there is a section that provides general information, made available to all Higher Education students, in addition to a programme specific area. It is important that you familiarise yourself with both areas to ensure that you have access to all the relevant information you need. You can access the VLE here: <https://ucleeds.blackboard.com>

## 1.8 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. Please see further information here: <https://ucleeds.blackboard.com>

## 1.9 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 personal tutor and module tutor 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 college 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; Helen Gorman if you are going to be absent for any length of time.

## 1.10 The Learning Resource Centre

University Centre Leeds LRCs are located across its campuses and centres. The main HE-supporting library is in the University Centre. 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 LRC website, and the VLE.

### 1.11 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+.'

### 1.12 Learning Resource Centre 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 in the 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 college induction.

A team of Study Support Officers are also available in LRCs to assist students with locating and borrowing books and other materials, using LRC facilities, and making the most of the College's learning and study resources.

### 1.13 Study Facilities

Our refurbished University Centre provides a range of study facilities, accessible only to Higher Education students, in the Study Zone and library, where you can seek help with academic writing, referencing etc. In the Study Zone you will find a combination of individual and small group study areas with access to PCs. In addition to the provision of PCs there are also a small number of MACs available for use.

Our other campuses also provide HE specific study spaces which will be pointed out to you during your induction.



## 1.14 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 are available to students in many parts of the campus, notably the Study Zone in the University Centre and the Learning Resource Centres at other campuses. In addition, some programmes may provide students with Chromebook 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 Chromebook or laptops.

## 1.15 IT Support

Student can access support with IT issues such as logging in and changing passwords via the College ITSS department by calling 0113 386 1999 and giving your student ID number.

## Section 2 Teaching, Learning and Assessment

### 2.1 Lectures, Seminars and Tutorials

Lectures are an essential part of the learning experience and will play a vital 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 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 Personal Tutor, your main source of academic help will be your module tutors. The module taught sessions are your most important regular commitment, and attendance is compulsory. If you must miss a taught session, always let your personal tutor know as soon as possible the reasons for your absence (preferably in advance).

A mixture of lectures, tutorials, seminars, and practical workshops will be used for your teaching. The lecture programme will impart the necessary principles and concepts. The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. The tutorials will take the form of individual support and feedback for students by tutors or other students. Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the areas covered by the lectures. Student-led tutorials will consist of action learning activities, discussion groups and report-back sessions which allow students to develop their research, communication, and teamwork skills. The course has three core strands; practical skill, contextual understanding, and work-based learning. This strategy is key to the course structure, and we aim to make these elements work together.

### 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 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.

- There is an emphasis towards practical workshop learning, which underpin both context and industry relevant topics
- The lecture programme will impart the necessary principles and concepts.
- Group work will allow students to develop their research, communication, and teamwork skills.
- The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts.
- Tutor and peer led reflective feedback form the basis of student learning programmes.
- Tutorials will take the form of individual support and feedback for student guidance

You will have opportunities to gain recognition during your time at University Centre Leeds for the extra activities you do on top of your studies, including volunteering, student societies, playing in college sports teams and being a student academic representative.

You will find a schedule at appendix 4 which provides full details of your assessment calendar for the year.

### 2.3 Assessment Submission

The deadline for submission/presentation of assessed work is detailed in the assessment calendar and in the individual module handbook. **In most of the cases 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. 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 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:

- Do not be 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 your feedback together and draw up an action plan based on communal 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 have not, 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
- Do not be 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 up to 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. 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. (See appendix 1 for link).

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 possible. All information received is treated confidentially. If you feel inhibited from talking to a personal tutor or other member of staff in the first instance, you may also consider talking to a member of the Higher Education Registry Office or the Students' Union for initial, informal advice.

Though, 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 considered 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 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 must 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, 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 Personal Tutor 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 must provide independent evidence.

If you require mitigation for any modules, you must seek advice as soon as possible, forms may be obtained from Helen Gorman. Evidence is submitted to the mitigation panel who make the final decision.

## **2.9 Fit to Sit**

The College'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.

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.

If you require an extension for any part of the course you must seek advice as soon as possible, forms may be obtained from Helen Gorman.

## **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 40% pass mark and no further.

Submission that is late by 7 or more calendar days: submission refused and a mark of 0 will be given.

## 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 40% being the pass mark (50% on a master's programme).

Please refer to the OU (Open University) Assessment Regulations, which can be found here UC Hub: <https://ucleeds.blackboard.com>

### Grading

% Scale Score	Performance Standard
70+	Excellent pass
60-69	Very Good pass
50-59	Good Pass
40-49	Pass
0-39	Fail

### Classification

The Examination Board will determine the Honours classification using all Level 6 modules studied, weighted at 100%.

Honours degrees are classified as:

First class (1 <sup>st</sup> )	Overall average mark of 70% or above
Upper Second class (2.1)	Overall average mark between 60% and 69%
Lower Second class (2.2)	Overall average mark between 50% and 59%
Third class (3 <sup>rd</sup> )	Overall average mark between 40% and 49%

Please note that the above table is a guide only. For more specific information regarding grading of modules and awards please refer to the OU Assessment Regulations which can be found via the following [Policies and Procedures - University Centre Leeds \(ucleeds.ac.uk\)](https://ucleeds.ac.uk)

## 2.12 Re-sit



If you have submitted an assessment and are deemed by the Module Tutor 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 (40%). 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 do not think you can fully complete them.
- You do not have an automatic right to resist or to repeat a year of study.
- The maximum mark that can be awarded for reassessed components is 40%.

See the Assessment Regulations at [Policies and Procedures - University Centre Leeds \(ucleeds.ac.uk\)](https://policiesandprocedures-ucleeds.ac.uk) for full details.

## 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:

- **Partial retake as fully registered student:**
  - 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. You would have full access to all facilities and support for the modules and/or components being repeated.
  - The marks that can be achieved for the marks and/or components being repeated will be capped at the module and/or component pass marks
  - You would be able to retain the marks for the modules/components already passed
  - No further re-sit opportunities would be permitted
- **Partial retake for assessment only:**
  - As above except that access to facilities and support will be limited to certain learning resources for the modules(s) and/or components(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments
- **Full retake:**
  - This is only permitted where you have extenuating circumstances; you will not progress onto the next stage of the programme but instead repeat all the modules in the current stage during the following academic year.
  - You have full access to all facilities and support.

- 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 will be a charge for any re-study opportunity offered**

## 2.14 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.

On successful completion of the BA (Hons) Acting you may wish to continue to postgraduate study or employment. The course is designed to best prepare you to enter the industry in which there are many avenues you might want to explore depending on your creative interests. As part of the course, you may have set up a collective, and this could be a method for entering the creative industries as a supportive peer group.

## Section 3 Policies and Procedures

### 3.1 British Values, Equality and Diversity

We follow governmental principles on British Values throughout college, 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 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 College 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 college 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, live streams, 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 college 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 College 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 college data protection policy which can be found [here](#)

[RISK MANAGEMENT POLICY & PROCEDURE 20190 \(leedscitycollege.ac.uk\)](#)

### 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 Personal Tutor. 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 judgement. 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 College'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 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.

To avoid academic misconduct, the College 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 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 College 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 College. 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 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 do not 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 Personal Tutor 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 any of 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 do not 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 at [Policies and Procedures - University Centre Leeds \(ucleeds.ac.uk\)](https://policiesandprocedures-uc.leeds.ac.uk)

## **Section 4 Quality Assurance**

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

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, and your course VLE.

### **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:

Monday 4<sup>th</sup> November 2024

Monday 10<sup>th</sup> March 2025

### 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 the qualification you receive at the end of the course continues to be acceptable to the College, HE institutions and employers.

The Awarding Body is The Open University. To be able to offer this qualification, the College 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 College is also subject to inspections undertaken by the QAA (Quality Assurance Agency) to ensure that prescribed quality standards are being maintained.

Finally, each year your tutors are observed teaching by the College's Learning Observation Team.

### 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. These results will then have to be ratified by the Open University Module Results Approval and Qualifications Classification Panel (MRAQCP) before they can be released to students.

Within 10 working days of the results being ratified by the Open University ratification panel (MRAQCP), 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.

**Please note 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.**

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 Programme Manager has your correct address. The College 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](mailto: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 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 Gayle Fennay and she works at Manchester Metropolitan University). 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.

## Section 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 college 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 college 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 during 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 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 (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 College emergency telephone number 3333 (Park Lane campus – for other campus' please check
- Other emergency contact numbers

The names and telephone numbers of the nearest First Aiders can also be obtained from the Health and Safety team at [health&safety@leedscitycollege.ac.uk](mailto:health&safety@leedscitycollege.ac.uk)

## 5.6 Accident and Incident Reporting

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

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

## 5.7 Policy Statement

University Centre Leeds Corporation accepts both moral and legal responsibility as an employer to ensure; as 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 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.

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

## Appendices

### Appendix 1 - Useful Links

<b>Academic Regulations (Open University validated programmes)</b>	<a href="#">UC Hub - Awarding Bodies (google.com)</a>
<b>Academic Regulations (University Centre Leeds validated programmes)</b>	<a href="#">UC Hub - Awarding Bodies (google.com)</a>
<b>Careers and Progression Information</b>	<a href="#">UC Hub - Careers and Progression (google.com)</a>
<b>Fees and Funding Information</b>	<a href="#">UC Hub - Fees and Funding (google.com)</a>
<b>Forms and Guides</b>	<a href="#">UC Hub - Forms and Guides (google.com)</a>
<b>Help and FAQs</b>	<a href="#">UC Hub - Help (google.com)</a>
<b>Library/Learning Resource Centre</b>	<a href="#">iLearn (google.com)</a>

<b>Policies &amp; Procedures</b>	<a href="https://ucleeds.ac.uk/policies-and-procedures">Policies and Procedures - University Centre Leeds (ucleeds.ac.uk)</a>
<b>Prevent Information</b>	<a href="#">Safeguarding Prevent and British Values - University Centre Leeds</a>
<b>Programme Specifications</b>	<a href="https://ucleeds.ac.uk/programme-specifications">Programme Specifications - University Centre Leeds (ucleeds.ac.uk)</a>
<b>Safeguarding &amp; Prevent</b>	<a href="#">SECTION 3 (ucleeds.ac.uk)</a>
<b>Referencing Guides</b>	<a href="#">Quick referencing guide.pdf - Google Drive</a> <a href="#">Harvard referencing guide.pdf - Google Drive</a>
<b>Student Disciplinary Procedure</b>	<a href="#">Promoting Positive Relationships and Supporting Behaviour Policy, 2021/22 updates v1.5.docx (ucleeds.ac.uk)</a>
<b>Student Support</b>	<a href="#">Student Support Hub (google.com)</a>
<b>Student Union Information</b>	<a href="#">UC Hub - Student Union (google.com)</a>
<b>Student VLE</b>	<a href="#">UC Hub (google.com)</a>
<b>Submission Guidelines</b>	<a href="#">Draft Submissions Guidelines students - Google Docs</a>

## HE Calendar and Assessment Timetable 2024/25

<b>HE Teaching weeks Week</b>	<b>Commences Monday</b>	<b>Note</b>
	5 <sup>th</sup> Aug 2024	
	12 <sup>th</sup> Aug 2024	A LEVEL RESULTS DAY
	19 <sup>th</sup> Aug 2024	GCSE RESULTS DAY
	26 <sup>th</sup> Aug 2024	BANK HOLIDAY MONDAY
	2 <sup>nd</sup> Sep 2024	
	9 <sup>th</sup> Sept 2024	HE ENROLMENT AND WELCOME WEEK
1	16 <sup>th</sup> Sep 2024	HE TEACHING STARTS
2	23 <sup>rd</sup> Sep 2024	



3	30 <sup>th</sup> Sep 2024	
4	7 <sup>th</sup> Oct 2024	
5	14 <sup>th</sup> Oct 2024	
6	21 <sup>st</sup> Oct 2024	
	28 <sup>th</sup> Oct 2024	<b>HALF TERM</b>
7	4 <sup>th</sup> Nov 2024	
8	11 <sup>th</sup> Nov 2024	
9	18 <sup>th</sup> Nov 2024	Studio Practice C1 (Film and Fashion)
10	25 <sup>th</sup> Nov 2024	
11	2 <sup>nd</sup> Dec 2024	
12	9 <sup>th</sup> Dec 2024	Final Project C1
13	16 <sup>th</sup> Dec 2024	
	23 <sup>rd</sup> Dec 2024	<b>CHRISTMAS BREAK</b>
	30 <sup>th</sup> Dec 2024	<b>CHRISTMAS BREAK</b>
14	6 <sup>th</sup> Jan 2025	
15	13 <sup>th</sup> Jan 2025	Studio Practice C2 (Film and Fashion)
16	20 <sup>th</sup> Jan 2025	
17	27 <sup>th</sup> Jan 2025	
18	3 <sup>rd</sup> Feb 2025	
19	10 <sup>th</sup> Feb 2025	
	17 <sup>th</sup> Feb 2025	<b>HALF TERM</b>
20	24 <sup>th</sup> Feb 2025	PRE-BOARDS
21	3 <sup>rd</sup> Mar 2025	EXAM BOARD WEEK
22	10 <sup>th</sup> Mar 2025	
23	17 <sup>th</sup> Mar 2025	
24	24 <sup>th</sup> Mar 2025	Professional Practice C1
25	31 <sup>st</sup> Mar 2025	
	7 <sup>th</sup> Apr 2025	<b>EASTER BREAK</b>
	14 <sup>th</sup> Apr 2025	<b>EASTER BREAK</b>
26	21 <sup>st</sup> Apr 2025	BANK HOLIDAY MONDAY
27	28 <sup>th</sup> Apr 2025	
28	5 <sup>th</sup> May 2025	BANK HOLIDAY MONDAY
29	12 <sup>th</sup> May 2025	Professional Practice C2
30	19 <sup>th</sup> May 2025	END OF TERM Final Project C2
	26 <sup>th</sup> May 2025	<b>HALF TERM</b>
	2 <sup>nd</sup> Jun 2025	

	<b>9<sup>th</sup> Jun 2025</b>	
	<b>16<sup>th</sup> Jun 2025</b>	<b>PRE-BOARDS</b>
	<b>23<sup>rd</sup> Jun 2025</b>	<b>EXAM BOARD WEEK</b>
	<b>30<sup>th</sup> Jun 2025</b>	<b>HE RESEARCH FESTIVAL/ANNUAL PLANNING</b>
	<b>7<sup>th</sup> Jul 2025</b>	
	<b>14<sup>th</sup> Jul 2025</b>	
	<b>21<sup>st</sup> Jul 2025</b>	
	<b>28<sup>th</sup> Jul 2025</b>	

**Structure:**

13 teaching weeks per semester 9 hrs a week plus 1 hr tutorial

Semester 1 - 6 hrs Studio Practice, 3 hrs Final Project

Semester 2 - 3 hrs Professional Practice, 6 hrs Final Project

**The option that you choose within the Studio Practice module (Fashion and Editorial or Film, TV, and Prosthetics) will be the title of the specialist pathway awarded on completion. Alternatively, you can opt to be awarded the generic qualification, without the specialist pathway added to their qualification title.**

<p><b>Semester 1</b></p>	<p><b>Studio Practice (Film &amp; TV and Prosthetics)</b></p> <p>or</p> <p><b>Studio Practice (Fashion and Editorial)</b></p> <p><b>40 Credits</b></p>	<p><b>Final Project</b></p> <p><b>60 credits</b></p>
<p><b>Semester 2</b></p>	<p><b>Professional Practice</b></p> <p><b>20 credits</b></p>	

### Map of Teaching and Learning Methods

	Lectures	Tutorials	Practical /studio Workshops	Demonstrations	Employer engagement / guest lectures / external visits	Group critiques / debates	Academic Writing Development	Presentation skills
<b>Studio Practice (Film, TV, and Prosthetics)</b>	X	X	X	X	X	X	X	
<b>Studio Practice (Fashion and Editorial)</b>	X	X	X	X	X	X	X	
<b>Final Project</b>	X	X	X	X	X	X	X	X
<b>Professional Practice</b>	X	X	X		X	X	X	X

### Map of Assessment Methods

Level 6	Visual Report	Portfolio of Images	Digital Portfolio	Live Event	Poster Presentation	Final Project
<b>Studio Practice (Fashion and Editorial)</b>	X 40% 3000 w + 8 images C1 wk. 9	X 60% 4 final looks min 8 pages C2 wk. 15				
<b>Studio Practice (Film, TV, and Prosthetics)</b>	X 40% 300 w + 8 images C1 wk. 9	X 60% Min 8 pages C2 wk. 15				
<b>Final Project</b>					X 30% 20 min presentation C1 Wk. 12	X 70% Final Project C2 Wk. 30
<b>Professional Practice</b>			X 30%	X 70%		

			Min 8 images Wk. 29	Live Event Wk. 24		
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### Curriculum Map

Level 6	Study module/unit	Programme outcomes										
		A1	A2	B1	B2	B3	C1	C2	C3	D1	D2	D3
	Studio Practice (Film, TV & Prosthetics)	X	X		X			X	X	X		
	Studio Practice (Fashion & Editorial)	X	X		X			X	X	X		
	Final Project		X	X	X		X				X	X
	Professional Practice					X	X			X		X