HIGHER EDUCATION

Masters in Education (P/T)

PROGRAMME HANDBOOK 2018/19

Foreword from the Principal

Contents

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 experience 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.

Colin Booth
Chief Executive & Principal

Introduction

This handbook is designed to provide you with a range of information relevant to your Masters 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 Development Office Contacts

The Higher Education Development Office (HEDO) 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 Development Office (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.

Dean of Higher Education
Janet Faulkner
Contact:
0113 2162125
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Higher Education Academic Registrar
Sarah Wilson
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Higher Education Admissions Officer
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Higher Education Business Development Manager
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Heart NCOP Activities and Events Officer
Sophie Clayton
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sophie.clayton@leedscitycollege.ac.uk

1.2 Curriculum Department Contacts

Welcome to the Department of Teacher Education which sits in the School of Higher Education. In particular, welcome to the Masters in Education programme.

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

Dr Nena Skrbic, Head of Teacher Education - Course Manager and Lecturer
Location: Room C2.19, University Centre
E-mail: nena.skrbic@leedscitycollege.ac.uk
Tel: 0113 308 7968
Amazon author page: https://www.amazon.co.uk/Nena-Skrbic/e/B001KDGN30

Biography:

Nena has been a teacher in the Education and Training Sector for thirteen years. Her doctorate is in English Language and Literature and she has taught English to ESOL learners and native speakers in an FE environment from 2002 to 2004. Her journey into training other teachers began in 2005.

One of Nena's key research interests is teacher education and the preparation of trainee teachers for practice and she has written about the issues surrounding this topic in a book titled Post-Compulsory Teacher Educators: Connecting Professionals (2016). Another research interest is learning design and Nena has co-authored a chapter titled "Specifying Learning Objectives" in the text Learning and Development in Practice: Strategies for Action (2014), a best practice guide for practitioners in the further education and skills sector and for those involved in professional organisational learning.

Recent publications and conference papers:

- Skrbic, N. (2017) "The Big Idea: Learning Transfer". InTuition, Issue No.30, December 2017, Society for Education and Training.
- Skrbic, N. and Powell, D. (2017), 'Capturing the "polyphonic" voices within teacher educator collaboration: a messy process resolved through "Secondary Text" ', paper

presented at the <u>Association for Teacher Education in Europe (ATEE) Annual Conference: Changing Perspectives and Approaches in Contemporary Teaching</u>, Dubrovnik, Croatia, 23-25 October.

- Robinson, D., and Skrbic, N. (2016) 'Invisibility or Connecting Professionals?' in Jim Crawley (ed), <u>Post-Compulsory Teacher Educators: Connecting Professionals</u>. Critical Publishing.
- Wormald, J., Brown, D., Skrbic, N., and Terry, R. (2015), " 'No research is insignificant': Implementing a Students-as-Researchers Festival", <u>Widening Participation and Lifelong Learning</u>, Vol.18, No.1, UALL Special Edition, pp.74-89.
- Brown, D., Skrbic, N., and Wormald, J. (2015), '"No research is insignificant": bringing vocational students into the world of research', paper to be presented at the <u>Journal of Vocational Education and Training – 11th International Conference</u>, Worcester College, University of Oxford, 3-5 July.
- Kelly, R., Skrbic, N. and Wormald, J. (2015), '"Students as Researchers' Festival: Collaboration in Practice", paper presented at the <u>Universities Association for Lifelong Learning Annual Conference: Making the Lifelong Learning University a Reality</u>, University of Strathclyde, Glasgow, 12 March.
- Robinson, D., and Skrbic, N. (2015), "Positioning College Based Higher Education in the Future Landscape of Learning", keynote speech presented at the <u>Higher Education: Learning and Teaching Conference</u>, Hull College, 19 February.
- Skrbic, N. (2014) "Specifying Learning Objectives", in Lyn Ashmore and Denise Robinson (eds), <u>Learning and Development in Practice: Strategies for Action</u>. London: Sage.

Dr Elizabeth Newton, Lecturer
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Tel: 0113 216 2226

Biography:

Liz has taught in the secondary, FE and HE sectors since 1992. She initially taught English as a Foreign Language in schools and colleges in Bordeaux and Nancy in France and worked as a teacher, school manager and teacher trainer in Yokohama and Zushi in Japan, subsequently returning to university to undertake postgraduate research. Her PhD was in French, and she also taught French language and culture at the Universities of Leeds and Sheffield for nine years, during which time she delivered research papers at French studies conferences in the UK, USA and Canada, as well as publishing research internationally in an encyclopaedia and in various academic journals. She also worked at the University of Leeds as editorial assistant for

the journal Al-Masāq in the Centre for Mediterranean Studies before being appointed to a post-doctoral role in the French Department. Following this, Liz taught ESOL and EAP in the FE and HE sector for ten years, working as a lecturer, course leader, mentor and learning leader, prior to moving into teacher education.

Recent conference papers:

- Haan, N., and Newton, E. (2016) , "Coaching for Sustainable Learning", presented at NATECLA Yorkshire and Humberside conference, 31 03 16, Leeds Beckett University, and at Autonomous Literacy Learners – Sustainable Results international conference, 17 06 16, South and City College, Birmingham.
- Robinson, D. and Newton, E. (2019) "Knowing Yourself", in Denise Robinson (ed.), Classroom Behaviour Management in Further, Adult and Vocational Education: Moving Beyond Control? London: Bloomsbury.

Mervyn Lebor, Personal Tutor
Location: Room C2.19, University Centre
E-mail: mervyn.lebor@leedscitycollege.ac.uk
Tel: 0113 216 2226

Biography:

Mervyn has been a lecturer since 1975, teaching Language, Literature, Media, Art and Education. He has taught at all levels from basic literacy up to Masters, including GCSE and A level. He has led 5 degree programmes in different contexts and worked for several different universities. He has published over 45 articles at national level, including ten in the Times Education Supplement. He has been an external moderator for over 50 schools and colleges in Yorkshire and is currently a national, external moderator for the Level 3 Award in Education and Training. His overriding approach has always been to help support individuals achieve their potential. Mervyn has spoken at national conferences on behaviour management, including for the NHS and University of Huddersfield.

Recent publications:

- Lebor, M. (2017) Classroom Behaviour Management in the Post-School Sector: Student and Teacher Perspectives on the Battle Against Being Educated. Palgrave Macmillan: London.
- Lebor, M. (2016) "So what do managers say about classroom management?" Journal of Further and Higher Education, Vol.40, Issue 4, pp.568-83.
- Lebor, M. (2015) "The fear of being assessed: an auto-ethnographic case study on attempts to engage and motivate an individual disaffected access student", Teaching in Lifelong Learning: a Journal to Inform and Improve Practice, Vol.6, No.2, pp.5-15.
- Lebor, M. (2015) "What did disruptive students say they wanted from their classes: a survey of student voices?", Teaching in Lifelong Learning: a Journal to Inform and Improve Practice, Vol.6, No.2, pp.16-24.
- Lebor, M. (2015) "How managers can support teachers dealing with behaviour issues", Intuition, Issue 21, pp.26-27.
- Lebor, M. (2014) "War stories: how experienced teachers said they responded to disruptive students in the lifelong learning sector", Teaching in Lifelong Learning: a Journal to Inform and Improve Practice, Vol.5, No.2, pp.12-21.

In case of absence from College, you should contact Dr Nena Skrbic on 0113 308 7968 or nena.skrbic@leedscitycollege.ac.uk.

Eve Barker, Higher Education Administrator
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In case of absence from College, you should contact Dr Nena Skrbic on 0113 216 2026 or e-mail at nena.skrbic@leedscitycollege.ac.uk .

1.3 Programme Rationale and Aims

The **Masters in Education** is a modular 180-credit Level 7 course designed for education-related practitioners in all phases of their career and working in a range of sectors in education. The course will run over three years.

The programme is designed to offer a broad foundation for career opportunities in education across a range of occupational contexts. You will consider the various contemporary contexts for learning including formal educational settings, the workplace, online, digitalised and blended learning platforms, and community and adult education. The programme promotes the intercultural skills and global perspectives that are needed by education professionals to function in increasingly diverse educational contexts.

There are a number of possible routes through the Masters in Education, with specialisms in relatively unique content areas. Candidates can choose from one of six optional modules depending on the field of education that interests them. A focus on leadership is a distinctive feature of the programme and, where applicable, modules draw on management studies.

The programme has a strong focus on Problem Based Learning (PBL) and action research and you will be required to apply theoretical knowledge to real-life problem solving situations throughout the programme. The programme aims to:

- Develop a comprehensive and detailed knowledge of modern educational practice drawing upon a variety of conceptual frameworks and critical approaches.
- Stimulate critical reflection on the impact of social, political and economic factors on education and training at a national and supranational level.
- Support practitioners to develop innovative approaches to learning and workplace training.
- Enable graduates to manage, lead and institute positive change across a range of current contexts for education studies.
- Facilitate collaborative working with external stakeholders and communities, other academics, as well as employers and special interest groups.
- Develop socio-political awareness, dispositions and practices, knowledge and skills relevant to working with diverse student populations.
- Encourage graduates to formulate research priorities for the immediate future.
- Empower graduates to face new occupational challenges across the changing contexts of education and training through the acquisition of transferable knowledge and skills and complex problem-solving strategies.
- Prepare practitioners to negotiate the challenges associated with changing national policy directives and institution-wide priorities.
- Cultivate intellectual curiosity and intellectual independence through project-based, activity-orientated and self-regulated learning.

1.4 Programme Learning Outcomes

	Knowledge and Understanding
A1	Engage critically with a range of research methods used in the field of education studies.
A2	Critically examine a range of theoretical and research-based evidence to extend knowledge and understanding of education studies and accommodate new principles and understandings.
A3	Critically appraise a range of literature relevant to current themes and issues in education studies including philosophical perspectives and alternate approaches.
A4	Critically evaluate the degree to which ethical constraints determine the nature and conditions of contemporary professional practice and manage these constraints in practice.
	Cognitive/Intellectual Skills
B1	Integrate and synthesise evidence from a range of professional discourses on education as a basis for research-informed practice and problem resolution.
B2	Make sound and ethical empirical judgements on the outcomes of educational processes in the context of a changing educational environment.
B3	Challenge existing assumptions and paradigms in educational theory and practice to propose or formulate novel solutions to practice problems.
	Practical/Professional Skills
C1	Adopt a critically responsive stance to practice with due regard to ethical constraints and their impact on educational processes.
C2	Demonstrate intellectual and professional autonomy drawing upon tacit knowledge and generating own answers to practice problems.
	Key Transferable Skills
D1	Adopt an evaluative stance to own professional trajectory relating the acquisition of new knowledge and skills to current skills, knowledge, and perspectives.
D2	Engage effectively in academic discussion and negotiate a range of diverse perspectives across a variety of media.
D3	Select appropriate numerical and statistical methods for complex and open-ended evidence-based analysis making valid references from data to own context.
D4	Select and use a range of relevant software applications for different tasks within the teaching and learning contexts.

1.5 Programme Structure

Year 1

During the first year, weeks 1-30, you will be working towards the first two compulsory modules, titled Education Studies and Contemporary Education Policy. Each module carries a credit rating of 30 credits.

The modules will run over Semesters 1 and 2 respectively. You will attend the University Centre, Park Lane Campus, for four Saturdays per 15-week semester and are expected to undertake independent learning between sessions. The schedule is tabularised below:

Module	Compulsory/ Optional	Credits	Level	How many weeks?	How many hours per session?	Assignment submission dates	Tutor
Education Studies	**C**	30	7	1-15	6 (x6)	T1: Wk.08 T2: Wk.15	NS
Contemporary Education Policy	**C**	30	7	16-30	6 (x6)	T1: Wk.30	EN

Year 2

The generic module titled Educational Inquiry will be delivered in Semester 1 and you will undertake your chosen specialist module in Semester 2. You will attend four 6-hour dayschools per semester at the University Centre throughout the course of the academic year. These will take place on a Saturday. You are expected to undertake independent learning between sessions. The schedule is tabularised below:

Module	Compulsory/ Optional	Credits	Level	How many weeks?	How many hours per session?	Assignment submission dates	Tutor
Educational Inquiry	**C**	30	7	1-15	6 (x6)	T1: Wk.15	NS
Change Management in Education	**O**	30	7	16-30	6 (x6)	T1: Wk.25 T2: Wk.30	NS
Applied Critical Pedagogy	**O**	30	7	16-30	6 (x6)	T1: Wk.30	NS
Changing Contexts for Learning	**O**	30	7	16-30	6 (x6)	T1: Wk.25 T2: Wk.30	EN
Specific Educational Needs	**O**	30	7	16-30	6 (x6)	T1: Wk.30	TBC
Literacy and Language Learning	**O**	30	7	16-30	6 (x6)	T1: Wk.30	EN
Education for Sustainable Development	**O**	30	7	16-30	6 (x6)	T1: Wk.30	TBC

Year 3

In the third year of the programme, students will be working towards the dissertation module. This will be undertaken across both semesters, with tutorial support built into the schedule. Key milestones will be built into the third year to determine student progress.

Students will attend two 6-hour dayschools per semester at the University Centre throughout the course of the academic year. Tutorials will take place in addition to the dayschools and it is expected that students will engage in self-regulated learning between sessions with their tutor(s). The schedule is tabularised below:

Module	Compulsory/ Optional	Credits	Level	How many weeks?	How many hours per session?	Assignment submission dates	Tutor
Dissertation	**C**	60	7	1-30	6 (x4)	T1: Wk.30	EN

Candidates who are unable to fulfil all of the requirements of study for the Masters in Education (180) credits can gain the following awards at each exit point: **Year 1** – Postgraduate Certificate in Education Studies (60 credits); and **Year 2** – Postgraduate Diploma in Education Studies (120 credits).

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 Development Office (HEDO). 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 Registrar Co-ordinator via the contact details above, and your Head of Department.

1.7 Personal Tutors

All undergraduate students are assigned a Personal Tutor. The Personal Tutor for your programme is Mervyn Lebor 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 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 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 in order 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 personal experiences of teaching the student.

1.8 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.

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 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/Award Leader 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

Leeds City College has five LRCs located across its campuses and centres. The main HE-supporting LRCs are located at Park Lane Campus and Technology Campus. 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, accessible from the 'Zones' menu of the College's Student Intranet, from the 'Portal' menu on the College website, or as an app in the College's G Suite for Education app menu.

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 can be borrowed for a two-week period, renewable twice (online or in-person) 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 overdue loans.

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 LRCs and in the Study Zone at 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 support 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.

1.14 Study Facilities

Our newly refurbished University Centre provides a range of study facilities, accessible only to Higher Education students, in the Study Zone, including a Research Skills Hub 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

1.15 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 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 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 lap-tops.

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 note-taking 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 have to miss a taught session, always let your personal tutor know as soon as possible the reasons for your absence (preferably in advance).

The range of teaching and learning methods adopted in the delivery of this programme are summarised in the table below:

Module	T and L methodologies
Year 1	
Education Studies	- Critical Friendship Groups (CFGs) - Critical Dialogue Space - Self-Regulated Learning and Research - Discussion seminars - Individual presentations - Situated Workplace Learning - Lectures
Contemporary Education Policy	- Critical Dialogue Space - Case Study Analysis - Self-Regulated Learning and Research - Discussion seminars - Individual presentations - Collaborative Learning Groups (CLGs) - Situated Workplace Learning - Lectures - E-learning
Year 2	
Educational Inquiry	- Suggestion Circles - Problem Solving Protocols - Case Study Analysis - Self-Regulated Learning and Research - Discussion Seminars - Research Discussions - Collaborative Learning Groups (CLGs) - E-learning

Change Management in Education	- Critical Friendship Groups (CFGs) - Problem Solving Protocols - Self-Regulated Learning and Research - Discussion seminars - Research Discussions - Situated workplace learning - E-learning
Applied Critical Pedagogy	- Critical Friendship Groups (CFGs) - Critical Dialogue Spaces - Case Study Analysis - Self-Regulated Learning and Research - Discussion Seminars - Research Discussions - Lectures - E-learning
Changing Contexts for Learning	- Suggestion Circles - Problem Solving Protocols - Case Study Analysis - Self-Regulated Learning and Research - Discussion Seminars - Individual Presentations - Collaborative Learning Groups (CLGs) - Situated Workplace Learning
Specific Educational Needs	- Critical Friendship Groups (CFGs) - Suggestion Circles - Problem Solving Protocols - Self-Regulated Learning and Research - Discussion Seminars - Research Discussions - Collaborative Learning Groups (CLGs) - Situated workplace learning - E-learning
Literacy and Language Learning	- Critical Friendship Groups (CFGs) - Suggestion Circles - Problem Solving Protocols - Case Study Analysis - Self-Regulated Learning and Research - Discussion Seminars - Collaborative Learning Groups (CLGs) - Situated Workplace Learning
Education for Sustainable Development	- Critical Dialogue Spaces - Case Study Analysis - Self-Regulated Learning and Research - Discussion Seminars - Individual Presentations - Research Discussions - Lectures - E-learning
Year 3	
Dissertation	- Critical Friendship Groups (CFGs) - Suggestion Circles - Problem Solving Protocols - Self-Regulated Learning and Research - Discussion Seminars - Research Discussions - Situated Workplace Learning - E-learning

Through the use of the teaching and learning methods above, the programme aims to: **(1)** help you acquire relevant and up-to-date professional knowledge; **(2)** develop your critical thinking and problem-solving skills; **(3)** promote autonomy and independent learning; and **(4)** encourage reflection on experience.

The course team recognise the importance of academic-support strategies for promoting academic achievement. A thorough Induction Programme that introduces the educational aims of the programme, including the importance of belonging to an e-professional community, will take place. It considers the key concepts that underpin the course and identifies the attributes and aptitudes that you already have and those that you would like to develop.

The development of digital literacy skills and competencies or "the ability to use digital technologies for pedagogical purposes" (Bullock, 2013, p.103) is a key objective of the course. Digital literacy is contextualised and embedded in the teaching and assessment methods.

To fulfil the assessment requirements of each module, you are expected to develop appropriate ICT skills and to confront the issues relating to teaching and learning associated with their use. You will use specific platforms to present to peers and your tutors as part of the assessment process and to create your own videos on specific content. ICT will also be used to promote a community of discovery between you and your peers.

The Masters in Education is Higher Education and you must make your own notes. You need to write enough to ensure you have a good understanding of the subject, as a starting point for further reading and research and as a basis for your assignment work. A good set of notes, built up session by session, is the most valuable learning resource of all.

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.

The range of assessment methods used in this programme includes:

- Annotated Bibliography
- Living Poster
- Paper
- Evaluative Report
- Research Report
- Online Multimedia Exhibit
- Design Project
- Research Proposal
- Dissertation

Assignments seek evidence of the application and integration of academic and work based learning. You must reflect on your own role, the organisation and demonstrate that they can apply learning in one environment to the other. The assessed and identified learning outcomes are explicitly relevant to the employees, employers and the wider professional sector.

You will have opportunities to gain recognition during your time at Leeds City College 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 the majority of 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 course work. 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 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. If this has not been possible, then the Departmental Special Circumstances committee may agree to waiving any lateness penalties if evidence is submitted.

- A *Short Extension* of up to 5 working days, usually for one module only (not available for a reassessment attempt);
- Alternatively, if your problems are 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 and ask for them to be considered in order to mitigate underperformance. 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 via the following 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 at all 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 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 so doing. 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.

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 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 have to provide independent evidence.

Mitigating circumstances request forms can be obtained from the VLE. Completed forms must then be submitted to the Programme Manager for approval.

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.

Extension request forms can be obtained from the VLE. Completed forms must then be submitted to the Programme Manager for approval.

2.10 Penalties for Late Submission

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

Submission within 6 calendar days: a 10% reduction for each working day late down to the 40% 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 then 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.

Please refer to the Assessment Regulations, which can be found via the following link, for full details.

Module Grading

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

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 on our website via the following link.

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 re-sit 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 resit or to repeat a year of study.
- The maximum mark that can be awarded for reassessed components is 40%.

See the Assessment Regulations via the following link 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:

(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.

There are many opportunities for progression in the area of post-compulsory education and training after completing the award. The award provides opportunities for education practitioners within community education, further education and academy provision.

You will develop the knowledge, skills and competences that enable progression to a range of professional, associate professional, technical and managerial positions or postgraduate study in related educational contexts.

Progression in the workplace and to higher level academic study will be encouraged throughout your course, principally through personal development and action planning. With the help of your professional supervisor and mentor, you will be encouraged to reflect upon your strengths and development needs.

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 via the following link.

At Leeds City College 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 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, lifestreams, 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.

Leeds City College 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 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 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 judgment. If you feel you have grounds for an academic appeal you will need to contact the HE Quality and Student Engagement 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, 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 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 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 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 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 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 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 on our website here .

4   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 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. 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. The faculty also provides updates on action taken through the "You said, We did" posters prominently displayed around our campus'.

You said: We want a facebook page so that we can communicate with one another about educational matters.

We did: We have launched our blog on Yammer for all students and tutors to participate in online collaborative discussion.

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:

Saturday 15th December 2018
Saturday 23rd March 2019

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 College, HE institutions and employers.

The Awarding Body is The Open University. In order 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) in order 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.

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 Quality and Student Engagement 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 Programme Manager/Award Leader 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 Registrar Co-ordinator on (0113 2162563) 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 TBC who works at TBC. 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 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 fire fighting 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 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 on 2166334.

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

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 affects 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.

Appendix 1 Higher Education Calendar 2018-19

Masters in Education (Year 1)

College Week	Commences Monday	Note	Prog. Week
1	30-Jul-18		
2	6-Aug-18		
3	13-Aug-18		
4	20-Aug-18		
5	27-Aug-18	**Bank Holiday – 27 August 2018**	
6	3-Sep-18		
7	10-Sep-18	**Enrolment and Induction Week**	
8	17-Sep-18	**Semester 1 Starts**	1
9	24-Sep-18		2
10	1-Oct-18		3
11	8-Oct-18		4
12	15-Oct-18		5
13	22-Oct-18	**Friday 26th October Staff Development Day**	6
14	29-Oct-18	**Reading Week**	
15	5-Nov-18		7
16	12-Nov-18	**Education Studies: Task 1 – Annotated Bibliography**	8
17	19-Nov-18		9
18	26-Nov-18		10
19	3-Dec-18		11
20	10-Dec-18		12
21	17-Dec-18		13
22	24-Dec-18	**Bank Holidays – 25 and 26 December 2018** **Christmas Holidays (College Closed 27 – 29 December 2018)**	
23	31-Dec-18	**(staff off 31 December 2018)** **Bank Holiday – Tuesday, 1 January 2019 (New Year's Day)**	
24	7-Jan-19	**Tuesday 8th January Staff Development Day**	14

College Week	Commences Monday	Note	Prog. Week
25	14-Jan-19	**Education Studies: Task 2 – Living Poster**	15
26	21-Jan-19		16
27	28-Jan-19		17
28	4-Feb-19		18
29	11-Feb-19		19
30	18-Feb-19	**Reading Week**	
31	25-Feb-19		20
32	4-Mar-19		21
33	11-Mar-19		22
34	18-Mar-19		23
35	25-Mar-19		24
36	1-Apr-19	**Easter Holidays**	
37	8-Apr-19	**Easter Holidays**	
38	15-Apr-19	**Bank Holiday (Good Friday) – 19 April 2019**	25
39	22-Apr-19	**Bank Holiday (Easter Monday) – 22 April 2019**	26
40	29-Apr-19		27
41	6-May-19	**Bank Holiday – College Closed 6 May 2019**	28
42	13-May-19		29
43	20-May-19	**Contemporary Education Policy – Evaluative Report**	30
44	27-May-19	**Bank Holiday – College Closed 27 May 2019** **Reading Week**	
45	3-Jun-19		31
46	10-Jun-19		32
47	17-Jun-19		
48	24-Jun-19		
49	1-Jul-19		
50	8-Jul-19		
51	15-Jul-19		
52	22-Jul-19		

Assessment Schedule 2018-19: Masters in Education – Year 2

College Week	Commences Monday	Note	Prog. Week
1	30-Jul-18		
2	6-Aug-18		
3	13-Aug-18		
4	20-Aug-18		
5	27-Aug-18	**Bank Holiday – 27 August 2018**	
6	3-Sep-18		
7	10-Sep-18	**Enrolment and Induction Week**	
8	17-Sep-18	**Semester 1 Starts**	1
9	24-Sep-18		2
10	1-Oct-18		3
11	8-Oct-18		4
12	15-Oct-18		5
13	22-Oct-18	**Friday 26th October Staff Development Day**	6
14	29-Oct-18	**Reading Week**	
15	5-Nov-18		7
16	12-Nov-18		8
17	19-Nov-18		9
18	26-Nov-18		10
19	3-Dec-18		11
20	10-Dec-18		12
21	17-Dec-18		13
22	24-Dec-18	**Bank Holidays – 25 and 26 December 2018** **Christmas Holidays (College Closed 27 – 29 December 2018)**	
23	31-Dec-18	**(staff off 31 December 2018)** **Bank Holiday – Tuesday, 1 January 2019 (New Year's Day)**	
24	7-Jan-19	**Tuesday 8th January Staff Development Day**	14

College Week	Commences Monday	Note	Prog. Week
25	14-Jan-19	**Educational Inquiry – Research Proposal**	15
26	21-Jan-19		16
27	28-Jan-19		17
28	4-Feb-19		18
29	11-Feb-19		19
30	18-Feb-19	**Reading Week**	
31	25-Feb-19		20
32	4-Mar-19		21
33	11-Mar-19		22
34	18-Mar-19		23
35	25-Mar-19		24
36	1-Apr-19	**Easter Holidays**	
37	8-Apr-19	**Easter Holidays**	
38	15-Apr-19	• **Change Management in Education: Task 1 – Poster Presentation** • **Changing Contexts for Learning: Task 1 – Poster Presentation** **Bank Holiday (Good Friday) – 19 April 2019**	25
39	22-Apr-19	**Bank Holiday (Easter Monday) – 22 April 2019**	26
40	29-Apr-19		27
41	6-May-19	**Bank Holiday – College Closed 6 May 2019**	28
42	13-May-19		29
43	20-May-19	• **Change Management in Education: Task 2 – Research Report** • **Applied Critical Pedagogy – Evaluative Report** • **Education for Sustainable Development – Individual Investigation presented as Online Multimedia Exhibit** • **Literacy and Language Learning – Design Project** • **Specific Educational Needs – Design Project**	30
44	27-May-19	**Bank Holiday – College Closed 27 May 2019** **Reading Week**	
45	3-Jun-19		31
46	10-Jun-19		32
47	17-Jun-19		
48	24-Jun-19		
49	1-Jul-19		

50	8-Jul-19		
51	15-Jul-19		
52	22-Jul-19		

Assessment Schedule 2018-19: Masters in Education – Year 3

College Week	Commences Monday	Note	Prog. Week
1	30-Jul-18		
2	6-Aug-18		
3	13-Aug-18		
4	20-Aug-18		
5	27-Aug-18	**Bank Holiday – 27 August 2018**	
6	3-Sep-18		
7	10-Sep-18	**Enrolment and Induction Week**	
8	17-Sep-18	**Semester 1 Starts**	1
9	24-Sep-18		2
10	1-Oct-18		3
11	8-Oct-18		4
12	15-Oct-18		5
13	22-Oct-18	**Friday 26th October Staff Development Day**	6
14	29-Oct-18	**Reading Week**	
15	5-Nov-18		7
16	12-Nov-18		8
17	19-Nov-18		9
18	26-Nov-18		10
19	3-Dec-18		11
20	10-Dec-18		12
21	17-Dec-18		13
22	24-Dec-18	**Bank Holidays – 25 and 26 December 2018** **Christmas Holidays (College Closed 27 – 29 December 2018)**	
23	31-Dec-18	**(staff off 31 December 2018)** **Bank Holiday – Tuesday, 1 January 2019 (New Year's Day)**	
24	7-Jan-19	**Tuesday 8th January Staff Development Day**	14

College Week	Commences Monday	Note	Prog. Week
25	14-Jan-19		15
26	21-Jan-19		16
27	28-Jan-19		17
28	4-Feb-19		18
29	11-Feb-19		19
30	18-Feb-19	**Reading Week**	
31	25-Feb-19		20
32	4-Mar-19		21
33	11-Mar-19		22
34	18-Mar-19		23
35	25-Mar-19		24
36	1-Apr-19	**Easter Holidays**	
37	8-Apr-19	**Easter Holidays**	
38	15-Apr-19	**Bank Holiday (Good Friday) – 19 April 2019**	25
39	22-Apr-19	**Bank Holiday (Easter Monday) – 22 April 2019**	26
40	29-Apr-19		27
41	6-May-19	**Bank Holiday – College Closed 6 May 2019**	28
42	13-May-19		29
43	20-May-19	**Dissertation**	30
44	27-May-19	**Bank Holiday – College Closed 27 May 2019** **Reading Week**	
45	3-Jun-19		31
46	10-Jun-19		32
47	17-Jun-19		
48	24-Jun-19		
49	1-Jul-19		
50	8-Jul-19		
51	15-Jul-19		
52	22-Jul-19		

NOTES:

- The College main sites will be closed for the days stated above and also to students on the Staff Development Days.
- Some programmes may vary from the 2 semester calendar. Students will be informed of these dates at the start of their programme.
- Students may take additional leave for festival days associated with their practised religion. Tutors must be notified in advance.

Appendix 2 Learning Outcome Grids

Year 1: Level 7

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
1	Education Studies		✓	✓							✓							✓								✓	✓		✓			
	Contemporary Education Policy	✓			✓					✓		✓							✓									✓				

Year 2: Level 7

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
2	Educational Inquiry (Compulsory)		✓		✓					✓		✓						✓										✓	✓			
	Change Management in Education (Optional)																															
	Change Management in Education	✓		✓							✓	✓							✓										✓			
	Critical Pedagogy (Optional)																															
	Applied Critical Pedagogy		✓	✓						✓		✓							✓							✓						
	Changing Contexts for Learning (Optional)																															
	Changing Contexts for Learning	✓	✓							✓	✓								✓										✓			
	Education for Sustainable Development (Optional)																															
	Education for Sustainable Development		✓	✓						✓	✓								✓							✓						
	Literacy and Language (Optional)																															
	Literacy and Language Learning		✓		✓					✓	✓								✓							✓						
	Specific Educational Needs (Optional)																															
	Specific Educational Needs		✓		✓					✓	✓							✓								✓						

Year 3: Level 7

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
3	Dissertation	✓		✓						✓	✓							✓								✓		✓	✓			

Appendix 3 Assessment Grids

Year 1

Module Title	Annotated Bibliography	Living Poster	Evaluative Report
Education Studies	50% 3000	50% 3000	
Contemporary Education Policy			100% 6000

Year 2

Module Title	Evaluative Report	Poster	Research Report	Individual Investigation presented as an Online Mutimedia Exhibit	Design Project	Research Proposal
Educational Inquiry						100% 6000
Change Management in Education		50% 3000	50% 3000			
Applied Critical Pedagogy	100% 6000					

Changing Contexts for Learning		50% 3000	50% 3000		
Education for Sustainable Development				100% 6000	
Literacy and Language Learning					100% 6000
Specific Educational Needs					100% 6000

Year 3

Module Title	Dissertation
Dissertation	100% 12000

Appendix 4 Assessment Timetable

Year 1

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
Level 7		
Education Studies (Semester 1: Weeks 1-15)	Peer discussion within Critical Friendship Group either face-to-face or via the e-learning environment; observations of presentations; triggers for Learning Conversations (e.g. reflective and analytical questioning).	**Task 1: Living Poster** 50% - 3000 words **Submission:** Week 8 **Task 2: Annotated Bibliography** 50% - 3000 words. **Submission:** Week 15
Contemporary Education Policy (Semester 1: Weeks 16-30)	Individual and whole-class feedback through discussion seminars; observation of one-minute paper to the group presented to peers via Web 2.0 technology; observation of contributions and responses to Real Life Case Analysis; observation of contributions to and performance in Critical Dialogue Space.	**Task: Evaluative report** 100% - 6000 words **Submission:** Week 30

Year 2

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
Level 7		
Compulsory		
Educational Inquiry (Semester 1: Weeks 1-15)	Blogging in study syndicates (e.g. Critical Friendship Groups); literal to higher-order questioning; formative writing tasks; self-review as students gradually learn to take significant responsibility for setting their own learning goals and for evaluating their own progress; observation of classroom debate.	**Task: Research Proposal** 100% - 6000 words **Submission:** Week 15
Critical Pedagogy (Optional Module)		
Applied Critical Pedagogy (Semester 2: Weeks 16-30)	Individual and whole-class feedback through discussion seminars; observation of one-minute paper to the group presented to peers via Web 2.0 technology; observation of contributions and responses to Real Life Case Analysis; observation of contributions to and performance in Critical Dialogue Space.	**Task 1: Evaluative report** 100% - 6000 words **Submission:** Week 30
Change Management in Education (Optional Module)		
Change Management in Education (Semester 2: Weeks 16-30)	Individual and whole-class feedback through discussion seminars; observation of one-minute paper to the group presented to peers via Web 2.0 technology; observation of contributions and responses to Real Life Case Analysis; observation of contributions to and performance in Critical Dialogue Space.	**Task 1: Poster presentation** 50% - 3000 words (equivalent) **Submission:** Week 25 **Task 2: Research report** 50% - 3000 words **Submission:** Week 30

Education for Sustainable Development (Optional Module)		
Education for Sustainable Development (Semester 2: Weeks 16-30)	Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; tutorials, including brief review checks through planned or spontaneous questioning; blogging in study syndicates (e.g. Critical Friendship Groups); discussion and reflection about the module (including criteria and standards) using Web 2.0 technology; observation of contributions to and performance in Critical Dialogue Space; triggers for Learning Conversations (e.g. reflective and analytical questioning).	**Task: Individual Investigation presented as Online Multimedia Exhibit** 100% - 6000 words **Submission: Week 30**
Changing Contexts for Learning (Optional Module)		
Changing Contexts for Learning (Semester 2: Weeks 16-30)	Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; tutorials, including brief review checks through planned or spontaneous questioning; blogging in study syndicates (e.g. Critical Friendship Groups); discussion and reflection about the module (including criteria and standards) using Web 2.0 technology; observation of contributions to and performance in Critical Dialogue Space; triggers for Learning Conversations (e.g. reflective and analytical questioning).	**Task 1: Poster presentation** 50% - 3000 words (equivalent) **Submission: Week 25** **Task 2: Evaluative report** 50% - 3000 words **Submission: Week 30**
Literacy and Language Learning (Optional Module)		
Literacy and Language Learning (Semester 2: Weeks 16-30)	Individual and whole-class feedback through discussion seminars; observation of one-minute paper to the group presented to peers via Web 2.0 technology; observation of contributions and responses to Real Life Case Analysis; observation of contributions to and performance in Critical Dialogue Space.	**Task: Design Project** 100% - 6000 words **Submission: Week 30**

Specific Educational Needs (Optional Module)		
Specific Educational Needs (Semester 2: Weeks 16-30)	Individual and whole-class feedback through discussion seminars; observation of one-minute paper to the group presented to peers via Web 2.0 technology; observation of contributions and responses to Real Life Case Analysis; observation of contributions to and performance in Critical Dialogue Space.	**Task: Design Project** 100% - 6000 words. **Submission: Week 30**

Year 3

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
Level 7		
Dissertation **(Semester 1: Weeks 1-30)**	Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; tutorials, including brief review checks through planned or spontaneous questioning.	**Task:** Dissertation 100% - 12000 words **Submission:** Week 30