MSc Biosciences

PROGRAMME HANDBOOK 2026/27



University Centre Leeds

The Open University

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WELCOME

Welcome from the CEO of Luminate Education Group



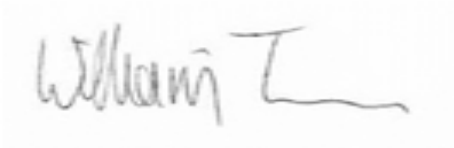
I am delighted to have this opportunity to welcome you and thank you for choosing to study a Higher Education course with us.

Our provision continues to receive external recognition. In the 2023 Teaching Excellence Framework (TEF) review, University Centre Leeds was awarded a TEF Silver rating. The TEF panel highlighted numerous outstanding and high-quality features across the institution, including the integration of high-quality teaching, feedback and assessment practices that effectively support students' learning, progression and attainment.

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's why, in addition to the actual teaching and learning experience, our campuses have a friendly, supportive atmosphere and we offer a range of support services which cater for individual needs.

We hope you enjoy your time with us.



Bill Jones
CEO Luminate Education Group

Welcome from the Dean of Higher Education



A very warm welcome to all students. Whether you're leaving college, returning to education as an adult learner, or considering a higher apprenticeship to develop your career, we're delighted that you have chosen to study with University Centre Leeds.

Here at University Centre Leeds, we provide a high-quality, career-focused learning experience designed to support students at every stage of life. Our courses combine academic study with practical, real-world skills, helping you build the knowledge, confidence, and experience needed to succeed in your chosen field.

You'll find a supportive and inclusive learning environment here, with dedicated tutors, strong industry links, and tailored support to help you balance your studies alongside other commitments.

Whether you're progressing directly from full-time education, changing career direction, or developing your skills through an apprenticeship, we're committed to helping you achieve your goals.
Higher education is about more than gaining a qualification; it's about discovering your strengths, developing independence, enhancing your employability, and preparing for your future.

On behalf of everyone here, I wish you every success



Rebecca Fores

Dean of Higher Education, University Centre Leeds

Welcome from the programme team

Welcome to the Department of Enterprise, Innovation and Technology and in particular the MSc Biosciences programme.

This handbook provides you with information about your MSc Biosciences programme (which is validated by the Open University), the department, your responsibilities as an apprentice, support available to you, in addition to information about assessment and other regulatory issues.

Now that you have enrolled, our aim is to offer you the help and support to enable you to gain the qualification and prepare you to be successful in your workplace.

The team is looking forward to meeting you and hopes that your time at University Centre Leeds is both enjoyable and successful.

Best wishes to you in your future studies.

Charlotte Catmul
Head of Department, Enterprise, Innovation and Technology

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 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.

SECTION 1 GENERAL INFORMATION AND SUPPORT

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. There may be a point in your academic journey where our HE Registry Office may need to contact you or you may need to contact us.

Please see below for details

Registry and Quality Key Contacts

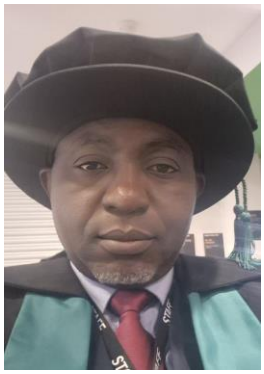
Name	Role	Contact details	Contact reason
Vicky Taylor	HE Registrar	heregistrar@ucleeds.ac.uk 0113 235 4566	Academic Misconducts Exam Related Queries
Susanna Cruz	Senior Examinations & Assessment Officer		
Caroline Harnett-McMillan	HE Administration Lead	headmin@ucleeds.ac.uk 0113 235 4417	Enrolment Additional Considerations
Katherine Connorton	Group HE Quality and Compliance Manager	hequality@ucleeds.ac.uk	Complaints

1.2 Curriculum Department

Welcome to the MSc Biosciences team, which sits in the Enterprise, Innovation and Technology Department. In particular, welcome to the MSc Biosciences 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.

 **Head of Department HE Enterprise, Innovation & Technology** Charlotte Catmull Charlotte.Catmull@ucleeds.ac.uk	Charlotte began her career as a forensic toxicologist before moving into education. She has taught chemistry and led educational programmes for over ten years. Her experience spans Further and Higher Education, with a strong focus on supporting students across STEM, Digital, Business, Leadership, and Access to Higher Education courses. She holds a First-Class (Hons) MSci Forensic and Analytical Science degree, a PGCE, a PGDip in Strategic Leadership, and is completing an MBA this year, reflecting her commitment to lifelong learning. In her current role as Head of Enterprise, Innovation & Technology, she provides strategic leadership in curriculum design, innovation, and industry engagement, ensuring education is inclusive, future-focused, and aligned with real-world opportunities.
 **Deputy Head of Department HE Enterprise, Innovation & Technology** Sarah Cook sarah.cook@ucleeds.ac.uk	Sarah holds a Bachelor of Arts with Honours in Business and a Postgraduate Certificate in Education (PGCE) in Lifelong Learning. She is also a Fellow of the Higher Education Academy (HEA). She brings over 30 years of senior management experience within the international business sector. Her professional background includes significant expertise in business operations, having overseen a $9 billion operation. Additionally, she has worked as a strategic human resources consultant on large-scale outsourcing agreements exceeding $500 million in value. Sarah has also designed and implemented resource management solutions for complex service organisations and led major business transformation initiatives.
	Dr Mihaela Stanescu has been teaching Biology since 1998. She taught Cellular Biology and Histology at the University of Bucharest, Romania for 9 years. Her teaching career also includes a

 **Programme Manager** Mihaela Stanescu mihaela.stanescu@ucleeds.ac.uk	variety of Level 3 courses and HE modules taught at the University Centre Leeds, Leeds City College, Wakefield College and Queen Alexandra Sixth Form College. Alongside her teaching career, Dr Stanescu brings valuable industry and research experience. She previously worked in the biotechnology sector supervising bioprocesses, and later held research positions at the Institute of Cellular Biology and Pathology and the Microtechnology Institute for Research and Development in Romania.
 **Programme Manager** Christopher Workman chris.workman@ucleeds.ac.uk	Dr Christopher Workman has been teaching Chemistry since 2001, on a variety of programmes including Access to HE diploma courses and a Science Foundation Year taught for the University of Leeds. Before joining the University Centre Leeds, he worked in the School of Chemistry at the University of Leeds (where his research interests included the chemistry of boron hydrides and work on non-oxide ceramic materials).
 **Tutor** Lawrence Edemhanria Lawrence.Edemhanria@ucleeds.ac.uk	Dr Lawrence Edemhanria is a molecular scientist with a background in biotechnology (MSc) and biochemistry (PhD). He taught a range of courses in biochemistry at Samuel Adegboyega University in Nigeria between 2015 and 2022. Before joining the University Centre Leeds in February 2024, he was a Visiting Lecturer at the School of Life Sciences, University of Bedfordshire where he taught units in biology and pharmacology. His research interests are environmental monitoring and restoration; phytochemical studies and the use of plant bioactives in drug discovery and functional food design processes.
	Dr Ginikachukwu Mbaeyi is a bio-inorganic chemist and has taught chemistry in Nigeria between 2018 and 2020. Her research interests lie

 **Tutor** Ginikachukwu Mbaeyi ginikachukwu.mbaeyi@ucleeds.ac.uk	in the areas of metals in medicine and has worked on metal complexes containing anti-inflammatory and anti-cancer properties.
 **Assessor** Adekemi Odukoya adekemi.odukoya@ucleeds.ac.uk	Dr. Adekemi Odukoya joined UC Leeds in 2025 as an Apprenticeship Assessor for Science. She holds a PhD from the University of KwaZulu-Natal, South Africa, and has over eight years of experience in higher education as a lecturer in Biology Education. Passionate about science teaching and learning, she has dedicated her career to supporting students and developing effective teaching practices. Her research focuses on how pre-service teachers use science process skills to enhance scientific inquiry and critical thinking. At UC Leeds, she enjoys helping apprentices develop their knowledge, skills, and behaviour to succeed in their chosen careers.

1.3 Programme Rationale and Aims

The Masters in Biosciences programme will allow apprentices to study theoretical and practical aspects of a broad range of scientific disciplines at the Master's level. Taught modules will help apprentices deepen their understanding of topics such as the organisation and functions of cells in a range of organisms, the molecular basis of disorders of the human body, the processes involved in developing new therapeutic agents and how medical diagnoses can help clinicians treat patients most effectively.
The apprentices will also study the impact of chemical and biochemical compounds on the environment, as well as the regulatory processes that are in place to limit potential damage caused by these.
The course will involve laboratory practical work, allowing apprentices to develop and diversify their high-level skills in methods and technologies that are key to modern Bioscience research.

The course features a 60-credit *Dissertation* module, supported by a 20-credit *Preparation for Research* module. These modules allow apprentices to experience the planning (including

literature searches and applying for ethical approval) and execution of a substantial self-directed research project. Through this, apprentices will learn not only to utilise laboratory techniques to generate accurate and reliable data, but also how to manage time and shared resources in a busy working lab.

Throughout the course, there will be an emphasis on the production, presentation and processing of data. Accurate and reliable measurements are critical in all scientific industries, and this course will emphasise the importance of data as well as teaching apprentices how to evaluate the quality of data and manipulate it to draw valid conclusions. The *Bioinformatics and Data Analysis* module will support and enhance this, covering modern computer-based techniques for dealing with the large data sets that are increasingly common in Bioscience.

The programme aims to:

- Develop practitioners who have innovative approaches to the theory and practice of science
- Produce individuals who work in an evidence-led manner
- Develop a high level of ability in data analysis with critical evaluation to produce justified conclusions
- Produce postgraduates who can use existing information to inform decisions about the implementation of experimental procedures
- Enable postgraduates to manage, lead and respond to change
- Facilitate collaborative working
- Encourage postgraduates to formulate research priorities for the immediate future.
- Produce postgraduates who can plan and execute laboratory investigations independently and assess the results generated by these activities
- Produce postgraduates who can work independently and are confident and able problem solvers who can rise to meet challenges.
- Produce postgraduates who cultivate intellectual curiosity and intellectual independence through project-based, activity-orientated and self-regulated learning.

1.4 Programme Learning Outcomes

Postgraduate Certificate – these are the learning outcomes that must be met for the award of Postgraduate Certificate (they are a subset of the learning outcomes for Master of Science and follow the same numbering scheme)

Learning Outcomes – LEVEL 7 for award of **Postgraduate Certificate**	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A2 – Critically evaluate recent advances in the production and analysis of chemical or biological data in relevant industrial contexts	● Lectures ● Seminars and student-led discussions based on individual research tasks ● Problem classes and workshops ● Self-directed learning **Assessment methods** ● Workshops with vocationally relevant essay style (or longer answers) question ● Seminar discussions with formal structure

	• Poster and oral presentations including audience questions • Production of formal scientific paper • Presentation of results including plenary questions • Formal written exam

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B2 - Construct conclusions by synthesising information from more than one source B3 - Apply advanced knowledge to the solution of complex problems, including those in which there is no one unique solution	• Lectures • Seminars • Problem classes and workshops • Independent online learning **Assessment methods** • Seminar discussions with formal structure • Poster and oral presentations with audience questions • Data analysis tasks • Case studies • Production of formal scientific paper • Presentation of results including plenary • Formal written exam

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 - Plan and perform research tasks using up to date standard techniques and methodologies	• Self-directed learning • Laboratory activities • Demonstrations • Simulations and interactive electronic activities including simulations of laboratory practical activities **Assessment methods** • Poster and oral presentations with audience questions • Laboratory practical activities • Reports in formal scientific style • Data analysis tasks

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D2 - Use appropriate IT solutions to store, process and communicate data and research findings	• Self-directed independent learning • Demonstration and self-development of specialist IT skills • Laboratory activities • Demonstrations

	● Simulations and interactive electronic activities **Assessment methods** ● Poster and oral presentations with audience questions ● Reports in formal scientific style ● Data analysis tasks ● Case studies ● Production of formal scientific paper ● Formal presentation of results including plenary

Postgraduate Diploma – these are the learning outcomes that must be met for the award of Postgraduate Diploma (they are a subset of the learning outcomes for Master of Science and follow the same numbering scheme).

Learning Outcomes – LEVEL 7 for award of **Postgraduate Diploma**	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 – Critically analyse and evaluate key areas of biological, biomedical, pharmaceutical and data sciences A2 – Critically evaluate recent advances in the production and analysis of chemical or biological data in relevant industrial contexts A3 - Draw upon a broad knowledge of practical techniques and methodologies used in biological, biomedical, pharmaceutical and data sciences to inform the planning or execution of research activities.	● Lectures ● Seminars and student-led discussions based on individual research tasks ● Problem classes and workshops ● Self-directed learning **Assessment methods** ● Workshops with vocationally relevant essay style (or longer answers) question ● Seminar discussions with formal structure ● Poster and oral presentations including audience questions ● Production of formal scientific paper ● Presentation of results including plenary questions ● Formal written exam

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 - Identify and critically analyse literature sources in order to evaluate scientific practices and relate them to own research. B2 - Construct conclusions by synthesising information from more than one source B3 - Apply advanced knowledge to the solution of complex problems, including those in which there is no one unique solution	● Lectures ● Seminars ● Problem classes and workshops ● Independent online learning **Assessment methods** ● Seminar discussions with formal structure ● Poster and oral presentations with audience questions ● Data analysis tasks ● Case studies ● Production of formal scientific paper ● Presentation of results including plenary ● Formal written exam

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 - Plan and perform research tasks using up to date standard techniques and methodologies C3 - Identify relevant information in published sources; compare and contrast information from different sources, including novel information generated from own research.	• Self-directed learning • Laboratory activities • Demonstrations • Simulations and interactive electronic activities including simulations of laboratory practical activities **Assessment methods** • Poster and oral presentations with audience • Laboratory practical activities • Reports in formal scientific style • Data analysis tasks

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D2 - Use appropriate IT solutions to store, process and communicate data and research findings	• Self-directed independent learning • Demonstration and self-development of specialist IT skills • Laboratory activities • Demonstrations • Simulations and interactive electronic activities **Assessment methods** • Poster and oral presentations with audience • Reports in formal scientific style • Data analysis tasks • Case studies • Production of formal scientific paper • Presentation of results including plenary

Master of Science

Learning Outcomes – LEVEL 7 for award of **Master of Science**	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 – Critically analyse and evaluate key areas of biological, biomedical, pharmaceutical and data sciences A2 – Critically evaluate recent advances in the production and analysis of chemical or biological data in relevant industrial contexts	• Lectures • Seminars and student-led discussions based on individual research tasks • Problem classes and workshops • Self-directed learning **Assessment methods**

A3 - Draw upon a broad knowledge of practical techniques and methodologies used in biological, biomedical, pharmaceutical and data sciences to inform the planning or execution of research activities.	• Workshops with vocationally relevant essay style (or longer answers) question • Seminar discussions with formal structure • Poster and oral presentations with audience questions • Production of formal scientific paper • Presentation of results including audience questions • Formal written exam

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 - Identify and critically analyse literature sources in order to evaluate scientific practices and relate them to own research. B2 - Construct conclusions by synthesising information from more than one source B3 - Apply advanced knowledge to the solution of complex problems, including those in which there is no one unique solution	• Lectures • Seminars • Problem classes and workshops • Independent online learning **Assessment methods** • Seminar discussions with formal structure • Poster and oral presentations with audience questions • Data analysis tasks • Case studies • Production of formal scientific paper • Presentation of results including plenary • Formal written exam

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 - Plan and perform research tasks using up to date standard techniques and methodologies C2 - Manage, lead and respond to change individually and as part of a team C3 - Identify relevant information in published sources; compare and contrast information from different sources, including novel information generated from own research. C4 - Appraise laboratory procedures against standards of good ethical, environmental or sustainable practice	• Self-directed learning • Laboratory activities • Demonstrations • Simulations and interactive electronic activities including simulations of laboratory practical activities **Assessment methods** • Poster and oral presentations with audience questions • Laboratory practical activities • Reports in formal scientific style • Data analysis tasks

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 - Plan, organise and manage independent projects, working individually and in cooperation with others D2 - Use appropriate IT solutions to store, process and communicate data and research findings	• Self-directed independent learning • Demonstration and self-development of specialist IT skills • Laboratory activities

D3 - Summarise and report on research findings in written and oral formats	• Demonstrations • Simulations and interactive electronic activities **Assessment methods** • Poster and oral presentations with audience questions • Reports in formal scientific style • Data analysis tasks • Case studies • Production of formal scientific paper • Formal presentation of results including plenary

1.5 Programme Structure

The course has a modular structure consisting of:

Course Structure – Distance learning, online with intensive summer school (Apprentices may follow this route)
Online delivery will be used for students who are unable to regularly attend the University Centre. Theoretical elements of the course will be delivered remotely; practical elements being taught and assessed in an intensive summer school. Learning materials will be available on our VLE and taught sessions delivered via video calls. Progress monitoring and support will be provided via video calls Students will attend practical sessions at the University Centre daily for 6 days to develop and assess practical skills.

Year 1 - 80 credits of taught modules, mostly delivered online with practical work and assessment through a summer school.

Weeks 1-7	Advanced Analytical Science (all content and assessment online) OR Toxicology and Environmental Change (all content and assessment online)
Weeks 8-14	Molecular Biology and Genomics (all content and assessment online)
Weeks 15-21	Advanced Concepts in Cellular Biology (all theoretical content delivered online – one assessment online, one assessment in summer school)
Weeks 22-28	Diagnostic Techniques (all theoretical content delivered online – one assessment online, one assessment in summer school)
Week 29	6-day intensive summer school • Day 1 - laboratory induction - Introduction to staff, lab safety and laboratory techniques & equipment, revision of assessment method. Short formative assessment (practical task) • Day 2 - Demonstration of techniques, formative assessment (practical task) • Day 3 - Demonstration of techniques, formative assessment (practical task)

	• Day 4 - Demonstration of techniques, formative assessment (practical task), final preparations for summative assessment • Day 5 - Demonstration of techniques, summative assessment (practical task) for Advanced Concepts in Cellular Biology • Day 6 - Demonstration of techniques, summative assessment (practical task) for Diagnostic Techniques
Weeks 30	Remote Completion of Assessment Writing lab reports. Submission of drafts. Tutorials discussing feedback. Final submission of lab reports by week 30

Year 2 - covering 100 credits, delivered online with laboratory access for Dissertation research available at a four-week summer school. For employers who do not wish to release apprentices for a four-week period, Dissertation lab work can be completed at the employers' facilities with monitoring by University Centre staff (who will visit the facilities to ensure appropriate work is possible).

Weeks 1-7	Bioinformatics and Data Analysis (all content and assessment online)
Weeks 8-14	Preparation for Research (all content and assessment online)
Weeks 15-28	Dissertation – initial planning and literature search – thorough and detailed planning of all methods and protocols that are to be used – all required equipment and chemicals identified and agreed with supervisor Parts of the journal-style article (e.g. background, experimental methods) can be written at this stage before laboratory work begins
Weeks 29-32	4-week summer school (for apprentices not working in employers' labs) • Refresher induction – lab safety and recap of laboratory techniques and equipment • Intensive laboratory work for a formal scientific report • Face-to-face individual tutorials and progress monitoring
Weeks 33-34	Write-up period and preparation of final presentation (to be done online) Writing the journal-style article. Submission of drafts. Tutorials discussing feedback. Final submission by week 33
Weeks 34-36	Write-up period and preparation of final presentation (to be done online) Writing of the final presentation. Submission of drafts. Tutorials discussing feedback. Final submission and presentation of work in week 36.

Each module carries a credit rating of 20 credits, except for Dissertation that carries a credit rating of 60 credits. To achieve the Masters Degree, you must successfully complete 180 credits in total.

The Apprentices will develop their Dissertation project in the workplace, on a topic that will be chosen in agreement with their employer.

Level 7 Research Scientist apprenticeship

The Level 7 Research Scientist Apprenticeship is offered together with the MSc Biosciences. While the masters course is not integrated into the apprenticeship, the knowledge gained during this programme is essential for the development of the Research project required for the End Point Assessment of this standard.
This occupation spans many sectors, from pharmaceuticals and energy to defense and the NHS, and centers on planning, leading, and conducting experiments to develop new products or advance scientific understanding. Professionals in this role provide scientific and technical leadership, driving strategic intent and managing business-critical projects from design through implementation. They stay current with emerging methods and breakthroughs to identify long-term opportunities and risks, while collaborating across industry and academia in multidisciplinary teams. They're also responsible for fostering ethical, innovative research practices, often overseeing senior staff and substantial budgets. Given the breadth of their work, they regularly communicate across diverse teams and organizations to share scientific findings effectively.

Full time apprentices will typically spend 30 months on-programme (before the gateway) working towards the occupational standard. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.
The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.
Apprentices must have compiled a portfolio of evidence, which underpins the EPA professional discussion.
The EPA must be completed within an EPA period typically lasting three months, after the apprentice has met the EPA gateway requirements.
The EPA consists of two discrete assessment methods. The individual assessment methods will have the following grades:

1. Assessment method 1: Project report, presentation and questioning
    a. Distinction
    b. Pass
    c. Fail
2. Assessment method 2: Professional discussion underpinned by portfolio of evidence
    a. Distinction
    b. Pass
    c. Fail

Performance in the EPA will determine the overall apprenticeship grades of:

a. Distinction
b. Pass
c. Fail

EPA summary table

On-programme (typically 30 months)	Training to develop the occupation standard's knowledge, skills and behaviours Training towards English and mathematics qualifications in line with the apprenticeship funding rules Compilation of a portfolio of evidence
End-point assessment gateway	Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard The apprentice must achieve English and maths qualifications in line with the apprenticeship funding rules Apprentices must have compiled a portfolio of evidence
End-point assessment (which will typically take 3 months)	**Assessment method 1:** Project report, presentation and questioning (based on work-based project), graded distinction, pass or fail **Assessment method 2:** Professional discussion underpinned by portfolio of evidence, graded distinction, pass or fail
Professional recognition	Aligns with recognition of Chartered Member by: • Registered Scientist for Science Council for Registered Scientist (RSci) • Chartered Chemist for Royal Society of Chemistry • Chartered Physicist for Institute of Physics Partially aligns with recognition of Chartered Member • Chartered Biologist for Royal Society of Biology

Length of end-point assessment period

The EPA (including all assessment methods) will typically be completed within three months of the first method of the end-point assessment commencing.

More information regarding the End Point Assessment can be found by following this link: https://skillsengland.education.gov.uk/apprenticeships/st0759-v1-1

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 students and/or apprentices 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 course of the year (either your home or term-time address), please update this in your 'My Portal'.

1.7 Personal Tutors

All apprentices are assigned a Personal Tutor. The Personal Tutor for your programme is Mihaela Stanescu, who can be contacted via the contact details above.

All apprentices 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 an apprentice 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 and apprenticeship support. Apprentices 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 apprentices to bring problems to their Personal Tutor. Many apprentices get through their studies 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 an apprentice'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 apprentices do not let problems pile up without seeking help. If, for any reason, an apprentice 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. Apprentices should see their module tutor as soon as possible and explain the situation. If that is difficult for the apprentice, 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 apprentices' behalf. However if an apprentice 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 apprentice.

1.8 Student Support

As a University Centre Leeds apprentice, you can access disability support, wellbeing support, financial and welfare support, which are all designed to suit your requirements and to help ensure you have full access to your studies at UC Leeds.

Although you will have access to School-based coaching tutors for support with your studies, disclosing your disabilities, neurodivergences, mental health conditions or long-term health conditions (lasting, or likely to last 12 months+) to our Disability Support Team at the earliest opportunity is essential to request an Adjustments Plan, which contains any agreed reasonable adjustments from the date each student receives their plan. The team can also offer all

apprentices advice with any disability-related queries they have, with screenings for Specific Learning Difficulties, and assistance to access any other service offering you support with your studies and engagement.

You will have access to mental health support, professional counselling and guidance about wellbeing support, should you want someone to talk to confidentially. Apprentices can refer themselves to the HE Health and Wellbeing Team for an initial assessment to discuss their mental health support needs, or tutors can refer students to the service.

Our financial support includes access to personalised advice on budgeting.

Our progression and careers support can provide you with face-to-face advice, skills development, paid work opportunities and placements, and resources to help you build your CV and professional networks.

The University Centre Hub is the home of your online classroom, news, events and study information. It also features useful services from our Student Support Team, along with the referral forms for any of the support mentioned above. You also have access to lots of information on wellbeing, finance, additional learning support available and all the key information you need whilst you study. You can use The UC Hub to connect with other students, discover opportunities or keep up to date with University Centre Leeds news.

University Centre Leeds is committed to ensuring that it provides a community where everyone feels safe, valued, and supported, regardless of their background. We want all our students to feel safe and supported during their time at University Centre Leeds. If you experience prejudice, discrimination, harassment or violence as a student, please know you are not alone in dealing with this - help and support is available from our Safeguarding and Reporting site. This is our single source of information - this will provide guidance on reporting and processes to follow, you can also access our procedures and policies to provide further guidance support.

Student Support Teams

Nicholas White	Group HE Disability Support Manager	Disability@UCLeeds.ac.uk
Simon Wilson	HE Learning Support Officer	
Donna Royal	HE Disability Adviser	
Sonia Ghafoor	Group HE Diagnostics Assessment Manager	
Manjit Sangha	Group HE Funding and Accommodation Manager	StudentFunding@UCLeeds.ac.uk
Rosa Stowe	HE Funding and Welfare Adviser	
Stephanie Bradbury	HE Student Accommodation Adviser – International Lead	Accommodation@UCLeeds.ac.uk

Daniela Bonitz	Group HE Health and Wellbeing Manager	HealthAndWellbeing@UCLeeds.ac.uk
Alison Longden	HE Counselling and Mental Health Officer	
Laura Macgregor	Group Access and Participation Manager	AccessAndParticipation@ucleeds.ac.uk
David Hartshorne	HE Research Librarian	LRC@ucleeds.ac.uk 0113 2354697

1.9 Blackboard - The Virtual Learning Environment (VLE)

All programmes are supported by the Blackboard VLE which provides a range of resources, activities and information for students. You will find that there is a section that provides general information, made available to all Higher Education students and apprentices, in addition to a programme specific area, which only students and apprentices on your programme will have access to. It is important that you familiarise yourself with both areas to ensure that you have access to all the relevant information you need.

1.10 Students' Union Advice

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.

1.11 Student Monitoring

The modules on the course will help you to develop both skills and academic knowledge. Most modules will require you to undertake formative work, which will help you to apply your knowledge and understanding, which in turn will help you to achieve a good grade in the summative assessments. Therefore, it is important that you attend regularly. 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 Additional Consideration.

Please be aware that you will be contacted should we become concerned about your absences. All absences will count towards students' overall attendance figures. If attendance drops below 70% or are an international student that is not complying with the UKVI student Visa requirements of 85% in a month period (70% over a 3-month period), you will begin the attendance monitoring procedure set out in section 2.1 of the Student Attendance Policy.

The University Centre Leeds policy is to withdraw a student from a course if they do not attend for four 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 Head of Department/Programme Manager, Mihaela Stanescu, if you are going to be absent for any length of time.

1.12 The Learning Resource Centre (LRC)

All the facilities at University Centre Leeds are accessible to all students and apprentices, including wheelchair access. For the most up to date campus opening times please see the home page on Blackboard.

The main HE-supporting library is located on Floor 1 of the University Centre. The LRC provides accessible and supportive study facilities for apprentices, including multiple spaces for individual and group study, personal computers, and multifunctional devices for printing, photocopying, and scanning.

The HE courses delivered at the Keighley and Temple Newsam campuses are also supported by subject-specific library facilities. HE students at the Keighley campus also have access to physical and online resources, alongside the support of a dedicated Study Support Coordinator. Temple Newsam has a collection of physical and online resources focused on Land and Animal Sciences, as well as access to the main HE library in University Centre.

Our satellite sites at Leeds City College also have ilearn Hubs, please speak to the HE Librarian or your tutors for further information.

1.13 Learning and Research Resources

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

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

HE students and apprentices 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. PLEASE NOTE: Apprentices 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 (https://lccl.koha-ptfs.co.uk/) and Blackboard (both of which are 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+'.

HE students and apprentices are supported by the HE Research Librarian, who is based in the University Centre Leeds Library. 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 the librarian in person, by email, or through the LRC website. Apprentices will be introduced to their librarian during the induction week.

Members of the ilearn team are available in other campus LRCs to assist apprentices with locating and borrowing books and other materials, using LRC facilities, and making the most of the University Centres' learning and study resources.

1.14 IT Facilities and Support

Apprentices 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 apprentices need to acquire these skills during the first term of their first year.

PCs are available to apprentices in many parts of the campus', notably the Study Zone in the University Centre and the Learning Resource Centres at other campuses.

The Study Zone in the University Centre provides working spaces with access to power for apprentices wishing to work on devices.

Apprentices can access support with IT issues such as logging in and changing passwords via the 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

A mixture of lectures, tutorials and seminars will be used. The lecture programme will impart the necessary principles and concepts. Tutorials will take the form of individual or group support and feedback for students and apprentices. As a Masters student, you will be expected to demonstrate a certain level of independence in your learning. Making a thorough set of notes during lectures and seminars, while carrying out additional reading can provide an excellent base for your assignment tasks.
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).

2.2 Assessment Methods

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:

- Regular formative assessment activities with feedback from staff (e.g. quizzes, seminar discussions, presentations (poster and oral), seminar activities (such as “lab meetings”), laboratory practical activities and data analysis tasks) will provide students and apprentices with opportunities to monitor their own progress and prepare for summative assessment.

- Summative assessment tasks will be varied (including practical activities, written tests, presentations, reports, case studies, annotated bibliographies and formal exams) and deadlines will be spread throughout the year.

The assessed and identified learning outcomes are explicitly relevant to the programme of study, subject area and sector.

2.3 Assessment Submission

For each summative assignment a deadline for submission/presentation of the work will be set and detailed in the programme and module specification. Completing the work within this time period and meeting the deadline is part of the assignment.

Work must be handed in according to the instructions given by the module tutor, which will be detailed in the module handbook.

The deadline for submission/presentation of assessed work is detailed in the assessment calendar and in the individual module handbook. Only work that is ready by the agreed deadline can hope to qualify for a good grade.

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, or equivalent, 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 apprentice 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 or an apprentice has falsified the word count on an item of his/her course work, he/she will be subject to 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 two 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

You will normally receive written comments, verbal feedback or group feedback on your work within three working weeks of submission of your work. Your module leader will advise as to the format of the feedback. These results must be considered as interim until they are ratified by an exam board.

Feedback on your progress comes in many different forms including written comments about your work, verbal comments from your tutors in class or on a one-to-one basis, discussions with peers in the classroom or outside it, electronic discussion, emails, feedback grids and generic feedback proformas. Receiving and acting on feedback is a continuous part of your learning experience and will help you to develop knowledge about your strengths and areas for development, and improve your learning and performance. Previous students have advised that it is important that you:

- 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 areas for improvement.
- Try not to focus on the mark and ignore the feedback. If you have done well, your feedback will provide you with further guidance and suggest ways in which you can improve future submissions.
- 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 your academic skills.
- 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

It is the responsibility of all students and apprentices to attend examinations and to submit work for assessment by the set date. There may be times when, for reasons outside your control, there may be circumstances that prevent you from submitting a summative assessment on time or attending an examination.

It is important that you discuss your situation as soon as possible with an appropriate member of staff, such as your Module Leader or Programme Manager, who will be able to provide you with guidance on the most appropriate course of action from the following list:

- A ***Short Extension*** - usually for five working days (not available for a re-sit attempt);
- Alternatively, if your problems are exceptional and outside of your control, you can apply for ***Extenuating Circumstances.***

If you realise that you are not going to meet the agreed deadline date because of illness or other exceptional circumstance, you must put in a request for an extension:

Short Extension – up to seven days. You will need to apply for this through your 'My Portal' and self certify for this. It is important to note that an extension will only be granted when it is clear your circumstances are preventing you from completing your work on time.
Please note that short extensions are only available for first submissions. You are only able to apply for two short extensions per year.

If you feel you will need longer than seven days then please speak to your Programme Manager about applying for additional considerations.

Additional Considerations

Applications for Additional Considerations should be submitted via 'MyPortal' along with evidence prior to the assessment deadline, however can be submitted up to five working days after the assessment deadline. Please note any requests submitted after this time will not be considered.

Please make sure that you follow the guidance provided on the portal and attach appropriate evidence which covers the assessments you are requiring Additional Considerations for.

What follows is a brief summary of the Additional Considerations Policy. You are strongly recommended to read this Policy. They provide a detailed explanation of Additional Considerations and the procedures expected to be followed when you feel that your performance in a summative assessment would be affected.

Additional Considerations are defined as unforeseen and unpreventable circumstances outside the control of the student, which may significantly affect performance and/or attendance in a summative assessment and could not have been remedied in the time available.

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

Students and apprentices can apply for Short Extensions, or Additional Considerations for all forms of summative assessment. You can also apply for Additional Considerations 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 Additional Considerations
- Seek guidance from your Programme Manager 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 Additional Considerations submit an application that covers all module assessments you are taking during the period of difficulty.
- Submit the extension application prior to the submission/examination date and for claims of Additional Considerations within five working days from the submission or examination date. Complete all sections of the form on 'MyPortal'
- Include evidence to support your application in 'MyPortal'

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.

Changes in circumstances during the apprenticeship

Break in Learning

As an apprentice, if you need to take a break from your studies, you need to apply for a Break in Learning. A Break in Learning is an authorised break in training where you are not continuing with your apprenticeship, but you have agreed with your employer that you intend to resume your apprenticeship in the future.

A Break in Learning is not shorter than 4 weeks or longer than 12 months. During this time, you will not be able to access any University Centre resources, but you will have access to IT services.

After the Break in Learning period has been agreed with your employer, you need to let the Programme Manager, Mihaela Stanescu, and the Assessor, Adekemi Odukoya, know about this decision.

They will liaise with your line manager and will prepare the required documentation.

Deciding if you should take a Break in Learning

The decision to take a Break in Learning, the reason for the Break in Learning and its duration must be agreed with the employer. A Break in Learning could be taken because of a medical condition, parental leave or other personal issues.

Returning to study after a Break in Learning

If you applied for a Break in Learning due to medical reasons, you need to provide proof that you are fit to work.

Prior to the agreed end of the Break in Learning period, our Assessor, Adekemi Odukoya, will email you and your line manager to confirm that you are fit to work and discuss the new plan of training to allow a successful outcome of your apprenticeship.

2.8 Support to Study and Fit to Sit/Practice

The University Centre Leeds' Additional Considerations 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 Additional Considerations to be considered by the Additional Considerations Panel.

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

If Additional Considerations 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 short extensions or Additional Considerations will be penalised in accordance with the Assessment regulations.

Please note that applications for Additional Considerations may not be granted.

2.9 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 six 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.

2.10 Grading and Classification

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

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

Please refer to the OU Assessment Regulations, which can be found here Regulations for validated awards of The Open University

Module Grading PG Programmes

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

Overall Classifications for Postgraduate programmes:

The Examination Board will determine the Postgraduate classification using all Level 7 modules studied, weighted at 100%.

Overall Average Grade	Overall Classification
69.5% and over	Distinction
59.5% - 69.4%	Merit
49.5% - 59.4%	Pass
0 - 49.4%	Fail

Please note that the above table is a guide only. For more specific information regarding grading of modules and awards please to the OU Assessment Regulations which can be found via the following Regulations for validated awards of The Open University

2.11 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 (50%). Only one resit opportunity is possible for any assessment component.

Suitable feedback will be provided to apprentices 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 50%.

See the Assessment Regulations at Regulations for validated awards of The Open University for full details.

2.12 Graduation and Beyond

Information regarding University Centre Leeds graduation ceremonies will be sent to you once you have completed your award and your results have been ratified by a Board.

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 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.

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

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

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

3.2 Social Media

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

All students and apprentices 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. Luminate Education Group 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 Blackboard.

3.3 Student Complaints

We always hope that your experience of University Centre Leeds and your course will be a positive one, however at times things do go wrong. If you have cause for complaint, we would encourage you to talk to your Programme Manager in the first instance, however if you wish to make a formal complaint you will find information on the website on this link: https://ucleeds.ac.uk/assests/terms-and-conditions/student-guide-to-appeals-and-complaints.pdf

3.4 Academic Appeals

Your module lecturer will explain to you how the criteria have been applied to produce your 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 Group HE Quality and Compliance Manager at hequality@ucleeds.ac.uk to put forward a claim for an academic appeal. The Assessment Regulations can be found on Blackboard.

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

3.5 Research Ethics

When planning your research, you must identify the ethical issues involved at an early stage. Ethical problems may arise at any stage of the research process, but typically feature at the data collection and interpretation stages.

All work related and research projects will have to be agreed by your research supervisor to make sure that your plans conform to the Luminate Further & Higher Education Research Ethics Policy 2025-28. The ability to act ethically is a key graduate attribute and professional skill, so it is important that you follow these regulations closely and adhere to the guidance of your research supervisor.

Before starting your research, you will be required to complete a research ethics application in which will ask you to consider the ethical issues associated with your research. Any research that involves human subjects (particularly individuals who may not be able to give fully informed consent to participate in your research project) will have ethical implications. In addition, any research that involves access to confidential personal data, or where there is any potential physical, mental or emotional threat to participants, carries significant ethical risks and will require detailed discussion with your research supervisor.

It is also extremely important to consider the research setting; for example, you may be conducting research with the employees of a company and it is essential to seek permission from the research setting before approaching any employees to participate in your research or accessing any data.

Once you have completed your application, this will be directed to your research supervisor in the first instance for review and approval in the case of secondary research, or primary research which does not involve human participants. For applications to conduct primary research involving human participants your supervisor will need to present your application at a meeting of the Research Ethics Approval Board, a panel who will conduct an ethical review of your research proposal. If your application is approved at this stage, you will be able to begin your research. If ethical permission is withheld, you will be given an opportunity to action any suggested amends to your research and re-submit your form which will then be presented at the next panel. It is imperative that you do not begin your research before approval is formally granted by the committee. You will be informed of the outcome of the committee's decision via email/by your research supervisor.

3.6 Academic Misconduct

University Centre Leeds has signed up to the Academic Integrity Charter for UK Higher Education[1] and is committed to implementing its principles. These include working with students to

promote academic integrity and take action against all forms of academic misconduct, including plagiarism, self-plagiarism and contract cheating.

The International Centre for Academic Integrity (ICAI)[2] define academic integrity as a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility and courage (ICAI, 2021). You will be introduced to the concept of academic integrity as early as possible in your studies and will receive guidance on the development of academic integrity capabilities and values.

What follows is only a brief summary of the Academic Misconduct procedure and should be read in conjunction with the Academic Misconduct Policy which is available on Blackboard and our website. You are strongly recommended to read these as they provide a detailed explanation of academic misconduct, the procedures which must be followed when an academic misconduct offence is suspected and the possible penalties.

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

- Guidance from the Academic Skills Support for HE Students team.
- Advice and guidance from the Students' Union.
- Facility for students and staff to use plagiarism e:detection software – Turnitin.
- Briefings on academic integrity and academic misconduct provided at student induction events and during relevant modules.

University Centre Leeds has also produced some helpful guidance documents for students. These include a Contract Cheating Guide which explains the nature of contract cheating and informs you about the alternatives to engaging in this form of academic misconduct, along with the consequences of doing so and also a AI Acceptable Usage Guidance which University Centre Leeds follow. We also have a Proofreading Guide which clarifies the types of support you are permitted to receive in relation to proofreading when completing your work and the extent of this support. You are strongly encouraged to read these documents which can be found on Blackboard.

Academic misconduct is defined by University Centre Leeds 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 University Centre Leeds. 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 seek feedback from your Tutor or the Academic Skills Support for HE Students team 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.
- Use AI to write your assignments (see the AI Acceptable Usage Guidance)
- 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). University Centre Leeds has a number of measures in place to prevent contract cheating sites engaging with our students whilst they are on-site, including blocking specific essay mill sites.

3.7 Assessment Regulations

The full assessment regulations can be found at Policies and Procedures - University Centre Leeds (ucleeds.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 Luminate Education Group, 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 programme Student Representative, the Students' Union, your tutors, and your course Blackboard page.

Following apprentices'feedback we have changed the way the Dissertation is done, by strongly advising our apprentices to carry on the work on their Dissertation projects in their workplace. In this way the apprentices are able to address in their Dissertation workplace-specific issues.

4.2 Award Committee Meetings

Award Committee meetings are an essential part of University Centre Leeds' quality assurance process and provide opportunities for both staff and students to use a range of feedback and indicators to ensure that issues affecting students on the course are promptly dealt with alongside a broader discussion of academic matters.

Award Committee meetings will take place twice per academic year – dates for your Award Committee meetings are:

- W/C 9th November 2026
- W/C 15th March 2027

4.3 Moderation

The course is not subject to an external examination regime. All apprentices' 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 University Centre has been subject to stringent approval processes with the university, considering aspects such as staffing, resources and quality systems. The Open University also monitors the quality of the awards through a range of ongoing measures and activities. University Centre Leeds is also subject to inspections undertaken by the OfS (Office for Students) in order to ensure that prescribed quality standards are being maintained.

Finally, all of your tutors will have been observed in action as part of University Centre Leeds' Learning Through Observation scheme. All University Centre Leeds tutors have to be observed annually.

4.4 External Examiners

Students and apprentices 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 examiner for your course is Dr Yusra Siddiqui.

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

4.5 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 and apprentices.

Within 10 working days of the results being ratified by the Open University ratification panel (MRAQCP), your results will be released in 'My Portal'. If you, when you consider your grade profile, think you might have grounds to request an Academic Appeal (see the Academic Appeal Policy for information relating to grounds) you must initially engage in an informal discussion with the Group HE Quality and Compliance Manager 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 Academic Appeals Policy, which can be found on Blackboard, for further information.

N.B. It is your responsibility to ensure that contact details are up to date in 'My Portal' and that you have your log in details to be able to access your results. If you have lost/forgotten your log in details then you will need to contact our ITS department on 0113 3861999 to get these reset.

SECTION 5 SAFETY, HEALTH AND WELLBEING

5.1 Fire Safety Procedures

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

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

Fire information

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

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

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

If you discover a fire

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

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

Fire evacuation

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

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

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

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

- Do not re-enter building until officially authorised to do so

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

Disabled apprentices

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.

5.2 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 emergency telephone number 0113 235 4417
- 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

5.3 Accident and Incident Reporting

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

5.4 Policy Statement

Luminate Education Group 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. Luminate Education Group will ensure to conduct its undertakings in such a way that persons not in direct Luminate Education Group 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, Luminate Education Group 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.

Luminate Education Group is committed to continuous improvement in health and safety performance and to attaining the highest possible practice standards throughout its campuses.

APPENDIX 1 - Useful Links

Academic Regulations (Open University validated programmes)	OU Academic Regulations from 2025
Academic Regulations (Luminate validated programmes)	Luminate Academic Regulations from 2025
AI Acceptable Usage Guidance	AI Guidance / UC Hub
Fees and Funding Information	UC Hub - Fees and Funding (Blackboard)
Library/Learning Resource Centre	UC Hub Library (Blackboard)
My Portal	My Portal
Policies and Procedures	Policies and Procedures - University Centre Leeds (ucleeds.ac.uk)
Safeguarding & Prevent	Safeguarding Prevent and British Values - University Centre Leeds
Referencing Guides	Quick referencing guide.pdf - Google Drive Harvard referencing guide.pdf - Google Drive
Student Disciplinary Procedure	Student Code of Conduct and Disciplinary Policy
Student Support	Student Support Hub (Blackboard)
Student VLE	UC Hub (Blackboard)
Submission Guidelines	Draft Submission Guidance for Students

APPENDIX 2 - UCLEEDS ACADEMIC YEAR FOR 2026/27

INTERNAL USE ONLY – SITS Week	*HE Teaching Week*	*Commences Monday*	*Note*
1		3 Aug 2026	4 Aug = SQA Results Day
2		10 Aug 2026	13 Aug = A LEVEL and BTEC NATIONALS RESULTS DAY
3		17 Aug 2026	20 Aug = GCSE RESULTS DAY
4		24 Aug 2026	
5		31 Aug 2026	BANK HOLIDAY MONDAY EXAM BOARD (RESIT BOARD 2nd SEPTEMBER)
6		7 Sept 2026	
7		14 Sep 2026	FINAL STAGE ENROLMENT AND WELCOME WEEK
8	1	21 Sep 2026	SEMESTER 1 / TRIMESTER 1 TEACHING STARTS
9	2	28 Sep 2026	
10	3	5 Oct 2026	
11	4	12 Oct 2026	
12	5	19 Oct 2026	STAFF DEVELOPMENT 21st, 22nd and 23rd October)
13		26 Oct 2026	HALF TERM GRADUATION 29th October
14	6	2 Nov 2026	
15	7	9 Nov 2026	
16	8	16 Nov 2026	
17	9	23 Nov 2026	
18	10	30 Nov 2026	END OF TRIMESTER 1
19	11	7 Dec 2026	TRIMESTER 2 STARTS
20	12	14 Dec 2026	
21		21 Dec 2026	CHRISTMAS BREAK
22		28 Dec 2026	CHRISTMAS BREAK
23	13	4 Jan 2027	
24	14	11 Jan 2027	

25	15	18 Jan 2027	SEMESTER 1 ENDS
26	16	25 Jan 2027	SEMESTER 2 STARTS
27	17	1 Feb 2027	
28	18	8 Feb 2027	
29		15 Feb 2027	HALF TERM
30	19	22 Feb 2027	STAFF DEVELOPMENT 22nd Feb PRE-BOARDS
31	20	1 Mar 2027	END OF TRIMESTER EXAM BOARDS (Weds, Thurs, Fri)
32	21	8 Mar 2027	TRIMESTER 3 STARTS
33	22	15 Mar 2027	
34	23	22 Mar 2027	26 Mar = GOOD FRIDAY
35	24	29 Mar 2027	29 Mar = EASTER MONDAY
36		5 Apr 2027	EASTER BREAK
37		12 Apr 2027	EASTER BREAK
38	25	19 Apr 2027	
39	26	26 Apr 2027	MODIFICATION PANEL
40	27	3 May 2027	BANK HOLIDAY MONDAY
41	28	10 May 2027	
42	29	17 May 2027	
43	30	24 May 2027	END OF SEMESTER 2, TRIMESTER 3, AND ACADEMIC YEAR
44		31 May 2027	BANK HOLIDAY MONDAY AND HALF TERM
45	31	7 Jun 2027	
46	32	14 Jun 2027	
47	33	21 Jun 2027	PRE BOARDS
48	34	28 Jun 2027	MODIFICATION PANEL
49	35	5 Jul 2027	STAFF DEVELOPMENT 14th July EXAM BOARDS TUES 6th/WEDS 7th/THURS 8th
50	36	12 Jul 2027	
51		19 Jul 2027	
52		26 Jul 2027	