HIGHER EDUCATION
MSc Biosciences
PROGRAMME HANDBOOK 2024/25

University Centre Leeds

The Open University

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Welcome from the Principal

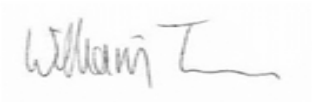
I am delighted to have this opportunity to welcome you and thank you for choosing to study a Higher Education course with us.

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

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

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

We hope you enjoy your time with us.



Bill Jones
Deputy Chief Executive & Principal of Luminate Education Group

Introduction

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

This handbook is designed to provide you with a range of information relevant to your BA/BSc Honours/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. However, we recognise that there will be times in everybody's University life when things do not go as well as they would wish. In times like these, there is a comprehensive support and welfare structure available to help with all kinds of different problems. If you have a question or want information or need help over and above that which your tutors are able to provide then contact the Registry Office. If we cannot help you immediately, we will let you know who can help you, and in many cases, book an appointment for you if required.

Registry Team

Jo Tyssen	Group Director of Quality and Standards	Joanne.tyssen@ucleeds.ac.uk
Vicky Taylor	HE Registrar	heregistrar@ucleeds.ac.uk 0113 235 4566
Susanna Cruz	Senior Examinations Officer	heregistrar@ucleeds.ac.uk 0113 235 4566
Caroline Harnett-McMillan	HE Administration Lead	headmin@ucleeds.ac.uk 0113 235 4417
Jenna Wilkinson	HE Admissions Lead	admissions@ucleeds.ac.uk 0113 235 4450
Susan Jagboro	HE Admissions and Admin Assistant	admissions@ucleeds.ac.uk 0113 235 4876
Jasmine Brearley	PA to Dean and Associate Dean	Jasmine.brearley@ucleeds.ac.uk 013 235 4884
Graham Achilli-O'Brien	Deputy Head of HE Quality	hequality@ucleeds.ac.uk
Katherine Connorton	HE Policy and Compliance Officer	hequality@ucleeds.ac.uk 0113 2354407
Donna Marshall	HE Curriculum Administrator (Evenings)	Donna.marshall@ucleeds.ac.uk 0113 2354876
Laura Macgregor	Widening Participation and Outreach Manager	Laura.macgregor@ucleeds.ac.uk
Luke Harwood	HE Engagement and Promotions Officer	Luke.harwood@ucleeds.ac.uk
Adam Stowe	HE Welfare and Progression Officer	Adam.stowe@ucleeds.ac.uk

Sonia Ghafoor	HE Student Support Manager	hestudentsupport@ucleeds.ac.uk Sonia.ghafoor@ucleeds.ac.uk
Simon Wilson	HE Learning Support Officer	hestudentsupport@ucleeds.ac.uk Simon.wilson@ucleeds.ac.uk
Alison Longden	HE Counselling and Mental Health Officer	hestudentsupport@ucleeds.ac.uk
David Hartshorne	HE Research Librarian	David.Hartshorne@harrogate.ac.uk 0113 2354697

1.2 Curriculum Department Contacts

Welcome to the Biomedical and Pharmaceutical Sciences department which sits in the HE STEM. In particular, welcome to the MSc Biosciences Course.

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

 **Head of Department** Charlotte Catmull Charlotte.Catmull@ucleeds.ac.uk	
 **Deputy Head of Department** Elizabeth Clements elizabeth.clements.ac.uk	Dr Libby Clements is a molecular and microbiologist. She taught on a variety of courses and levels from 2016 at Teesside University before joining the University Centre Leeds. Her fields of interest are the omics of the gut microbiome in particular the role of probiotic bacteria in the gut health of preterm infants, in addition she has previously worked with industry partners examining the kinetics of protein aggregation and interactions.
	Dr Mihaela Stanescu has been teaching Biology since 1998. She taught Cellular Biology and Histology at the University of Bucharest, Romania

 **Programme Manager** Mihaela Stanescu mihaela.stanescu@ucleeds.ac.uk	for 9 years. Her teaching career also includes a 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. Before this, she worked in the Biotechnology industry supervising bioprocesses. After that, she worked as a researcher at the Institute of Cellular Biology and Pathology and then at 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** Emma Wilson emma.wilson@ucleeds.ac.uk	Miss Emma Wilson has been working for University Centre Leeds for three years as an academic advisor. She studied at University Centre Leeds both on the Biomedical Science degree and the Biosciences MSc programme. Her fields of interest are bacterial biofilms in diabetic patients and oxidised cholesterol and the role it plays in health and disease.
 **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.

1.3 Programme Rationale and Aims

The Masters in Biosciences programme will allow students to study theoretical and practical aspects of a broad range of scientific disciplines at the Master's level. Taught modules will help students 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.
Students 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 students to develop 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 students to experience the planning (including literature searches and applying for ethical approval) and execution of a substantial self-directed research project. Through this, students 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 students 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	• Lectures • Seminars and student-led discussions based on individual research tasks • Problem classes and workshops • Self-directed learning

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.	**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 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 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	• Lectures • Seminars • Problem classes and workshops • Independent online learning **Assessment methods**

B3 - Apply advanced knowledge to the solution of complex problems, including those in which there is no one unique solution	• 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 D3 - Summarise and report on research findings in written and oral formats	• 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

1.5 Programme Structure

Course Structure – Full Time

2 days per week plus one further day for independent laboratory work as needed. This extra day would be a supervised session – but without formal teaching. The *Bioinformatics and Data Analysis* module will be delivered asynchronously online, however, this will be closely monitored and supported with regular tutorials. The course runs over 36 weeks (30 weeks of teaching plus 6 weeks to allow for more lab time in Dissertation).

Semester	am	Day 1	pm
1	Molecular Biology and Genomics		Advanced Concepts in Cellular Biology
2	Toxicology and Environmental Change		Advanced Analytical Science (OPTION)
			Diagnostic techniques (OPTION)
Semester	am	Day 2	pm
1	Preparation for Research		Dissertation
			Tutorial
2	Tutorial		
	Dissertation		

Course Structure – Part Time (Apprentices will follow this structure on day release. There is *no requirement* for apprentices to attend more than one day per week, but in the *second year* if extra time to work in our laboratories was deemed beneficial by tutors and the employer this would be offered for short periods as needed).

Year 1 - 1 day per week covering 80 credits of taught modules. There are 30 weeks in this year.

Semester 1	Molecular Biology and Genomics		Advanced Concepts in Cellular Biology
2	Toxicology and Environmental Change		Advanced Analytical Science (OPTION)

			Diagnostic techniques (OPTION)

Year 2 - 1 day per week plus further days for independent laboratory work *if required*. This extra time would be supervised – but with no formal teaching. Modules in year two, total 100 credits. The *Bioinformatics and Data Analysis* module will be delivered asynchronously online in year 2, however, this will be closely monitored and supported with regular tutorials. There are 36 weeks in this year (30 weeks of teaching plus 6 weeks to allow for more lab time in Dissertation).

Semester 1	Preparation for Research		Dissertation
			Tutorial
2	Tutorial		
	Dissertation		

Course Structure – Blended online with summer school (Apprentices may follow this route on block release)
Blended and block delivery will be used for students who would like to study our degree but are unable to attend the University Centre but can complete the theoretical part of the course online and could take part in an intensive summer school to catch up on the practical tasks and assignments involving practical tasks. We will ensure materials will be available on VLE and catch up sessions will be delivered at regular periods of time to allow students understanding of the topics and improve their ability to critically analyse the data obtained by literature research. The summer school will involve students attending University Centre daily sessions for a set period of time, necessary to allow the improvement or development of much needed practical skills. This period will end with a practical task in modules that have the laboratory report as part of their summative assessment. The total number of weeks of study will be the same as the PT mode (30 weeks in year 1 and 36 weeks in year 2).

Year 1 - covering 80 credits of taught modules, mostly delivered online with some practical work and assessment through a summer school. There are 30 weeks in year 1.

Weeks 1-6	Advanced Analytical Science (all content and assessment online) OR Diagnostic Techniques (all content and assessment online)
Weeks 7-12	Toxicology and Environmental Change (all content and assessment online)

Weeks 13-18	Advanced Concepts in Cellular Biology (all theoretical content delivered online – one assessment online, one assessment in summer school)
Weeks 19-24	Molecular Biology and Genomics (all theoretical content delivered online – one assessment online, one assessment in summer school)
Weeks 25-30	6-week summer school • Induction programme – lab safety and introduction to laboratory techniques and equipment • Practical work in Advanced Concepts in Cellular Biology – including formative and summative assessment • Practical work in Molecular Biology and Genomics – including formative and summative assessment • Face to face individual tutorials and progress monitoring

Year 2 - covering 100 credits, mostly delivered online with laboratory access for Dissertation research available at a summer school. There are 36 weeks in this year (30 weeks of teaching plus 6 weeks to allow for more lab time in Dissertation).

Weeks 1-6	Bioinformatics and Data Analysis (all content and assessment online)
Weeks 7-12	Preparation for Research (all content and assessment online)
Weeks 13-24	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 will be written and must be submitted as a draft at this stage before laboratory work begins
Weeks 25-30	6-week summer school • 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 30-36	Write-up period and preparation of final presentation

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.

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 Registry Office. These are likely to be regarding matters such as results and graduation arrangements. If you change your address during the course of the year (either your home or term-time

address), please inform the HE Registry at heregistrar@ucleeds.ac.uk and your Head of Department.

1.7 Personal Tutors

All undergraduate students are assigned a Personal Tutor. The Personal Tutors for your programme are Dr Chris Workman (post-graduate students) and Dr Mihaela Stanescu (L7 apprentices) 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 Student Support

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

Learning support

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

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

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

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

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

1.9 The Virtual Learning Environment (VLE)

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

1.10 Students' Union

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

The service is staffed by professionals, who are specialists in providing information and advice on all regulations, policies and procedures, including academic appeals, student complaints, disciplinary hearings, cheating and plagiarism. Please see further information here https://ucleeds.blackboard.com

1.11 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 Additional Consideration.

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

1.12 The Learning Resource Centre

University Centre Leeds LRCs are located across its campuses and centres. The main HE-supporting library is located in the University Centre. LRCs provide accessible and supportive study facilities for students, including multiple spaces for individual and group study, personal computers, and multifunctional devices for printing, photocopying, and scanning.

Information about LRC opening hours, contact details, facilities and resources is available on the LRC website, and the VLE.

1.13 Learning and Research Resources

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

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

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

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

1.14 Learning Resource Centre Advice and Support

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

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

1.15 Study Facilities

University Centre Leeds provides a range of study facilities, accessible only to Higher Education students, in the Study Zone and library, where you can seek help with academic writing, referencing etc. In the Study Zone you will find a combination of individual and

small group study areas with access to PCs. In addition to the provision of PCs there are also a small number of MACs available for use.

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

1.16 IT Facilities

Students are expected to be computer literate. You will need to make use of computers for word processing, and access to the Library catalogue and its collection of online 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 campus. 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.

1.17 IT Support

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

Section 2 Teaching, Learning and Assessment

2.1 Lectures, Seminars and Tutorials

Lectures are an essential part of the learning experience, and will play a 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).

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

2.2 Assessment

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

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

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

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

2.3 Assessment Submission

The deadline for submission/presentation of assessed work is detailed in the assessment calendar and in the individual module handbook. **In 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 coursework. If you go beyond this limit assessors will disregard the part of assessed work which exceeds the specified limit by 10% or more. If it is considered that a student has falsified the word count on an item of his/her course work, he/she will be subject to the Student Disciplinary action.

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

2.5 Draft Submissions

You are encouraged to submit drafts of your assessment 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:

- Do not be afraid to acknowledge your successes
- Reflect on the feedback you receive and think about what you have done well and how you could improve. For example, you could keep all 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
- Do not be afraid to approach tutors and lecturers for more feedback. Asking questions can be an important part of receiving feedback – and remember, your peers can be a valuable source of information too
- Use feedback to self-assess your work against the assessment criteria, where possible. This can help you to address any areas you need to improve on.

2.7 Extensions

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

- Extensions are only granted if applied for in advance of the deadline.
- A ***Short Extension***, normally for up to 5 working days, (not available for a reassessment attempt);
- Alternatively, if your problems are exceptional and outside your control, you can apply for ***Additional Considerations.***

2.8 Extenuating Circumstances

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

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 Higher Education Registry Office 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 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.

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

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

Students can apply for Short Extensions, or Extenuating Circumstances for all forms of summative assessment. You can also apply for Extenuating 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 Short Extensions and Extenuating Circumstances).
- 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 Extenuating Circumstances 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 Extenuating 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.

If you require Extenuating Circumstances for any modules you must seek advice as soon as possible, forms may be obtained from Dr Chris Workman (email: chris.workman@ucleeds.ac.uk) and Dr Mihaela Stanescu (email: mihaela.stanescu@ucleeds.ac.uk. Evidence is submitted to the Additional Considerations panel who make the final decision.

2.9 Fit to Sit

The University Centre's Extenuating Circumstances 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 that 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 Additional Considerations panel.

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

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

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

2.10 Penalties for Late Submission

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

Submission within 6 calendar days: a 10% reduction for each calendar day late down to the 40% pass mark and no further.

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

2.11 Grading and Classification

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

For each module, you will complete one or two assessments. In addition, tutors will set ungraded or formative assessments as part of the learning process. At the end of the module, an overall module mark is awarded based on the evidence of the summative assessments, with 40% being the pass mark (50% on a Masters programme).

Please refer to the OU Assessment Regulations, which can be found here [ou-validation-regulations-single-awards-jun-2021-1.pdf (ucleeds.ac.uk)]

Grading

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

Classification

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

MSc degrees are classified as:

Distinction	Overall average mark of 70% or above
Merit	Overall average mark between 60% and 69%
Pass	Overall average mark between 50% and 59%
Fail	Overall average mark between 40% and 49%

Please note that the above table is a guide only. For more specific information regarding grading of modules and awards please to the OU Assessment Regulations which can be

found via the following ou-validation-regulations-single-awards-jun-2021-1.pdf (ucleeds.ac.uk)

2.12 Re-sit

If you have submitted an assessment and are deemed by the Module Tutor not to have passed the assessment (but it is considered that you have made a genuine attempt), or if you have failed to submit anything (non-submission) following the assessment board you may be permitted to re-sit the module assessment. If this is the case the resulting mark achieved for the final piece of work will be capped at the pass mark (40%). Only one resit opportunity is possible for any assessment component.

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

Key points

- Always submit something for every assessment.
- You must attempt all assessments at the first opportunity.
- You must do each assessment (essay, project, report, portfolio, exam etc.) for every module. You should do this even if you 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 at ou-validation-regulations-single-awards-jun-2021-1.pdf (ucleeds.ac.uk)for full details.

2.13 Re-study

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

- **Partial retake as fully registered student:**
  - You would not be permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year. You would have full access to all facilities and support for the modules and/or components being repeated.
  - The marks that can be achieved for the marks and/or components being repeated will be capped at the module and/or component pass marks
  - You would be able to retain the marks for the modules/components already passed
  - No further re-sit opportunities would be permitted

- **Partial retake for assessment only:**

- As above except that access to facilities and support will be limited to certain learning resources for the modules(s) and/or components(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments

- **Full retake:**
  - This is only permitted where you have extenuating circumstances; you will not progress onto the next stage of the programme but instead repeat all the modules in the current stage during the following academic year.
  - You have full access to all facilities and support.
  - The marks that can be achieved are not capped, and you would normally be entitled to the re-sit opportunities available. However, you would not be able to carry forward any credit from previous attempts at the stage.

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

2.14 Graduation and Beyond

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

After graduating with the MSc in Biosciences you may wish to continue with a PhD on a topic that interests you or you can apply for employment. Our MSc Biosciences course prepares you for positions such as Development Scientist, Research Scientist, Screening Scientist, or Senior Scientist in various laboratories.

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.

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 practices in promoting and celebrating equality and diversity. We have published a wide range of equality information that outlines how we intend to achieve our goals in relation to inclusion and fairness and how we will drive the equality and diversity agenda forward over the next few years.

3.2 Social Media

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

All students should be aware that failure to follow these guidelines could lead to disciplinary action, and in more serious cases could be considered gross misconduct and may lead to exclusion. University Centre Leeds is committed to the responsible use of social media.

The College may routinely monitor social media and it reserves the right to instruct relevant parties to remove unauthorised sites. Any information posted on social media sites must comply with the Data Protection Act. For further information and full details please refer to the college data protection policy which can be found here

Data Protection Policy (leedscitycollege.ac.uk)

3.3 Student Complaints

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

3.4 Academic Appeals

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

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

3.5 Research Ethics

All dissertations and research projects need to gain ethical approval via the 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 University Centre as any activity or attempted activity which gives an unfair advantage to one or more students over their peers and is treated very seriously.
To ensure that students are treated fairly and equitably, academic misconduct is divided into the following two types:

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

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

If suspected of academic misconduct, you will be required to attend either an informal or formal meeting and if subsequently found guilty, you will receive a penalty, the most serious of which can be exclusion from the University. 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.
- Ensure you read and take note of our AI Usage Guidance which can be found on the VLE

Don’t

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

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 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 and your course VLE.

For example, students told us that in one laboratory they were unable to see the screen from some of the seats. We had two extra 'satellite' screens fitted around the room so that a clear view of the material being presented is possible from all positions.

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:

Tuesday 5th November 2024
Tuesday 11th March 2025

4.3 Moderation

The course is not subject to an external examination regime. All student work is continually assessed by the lecturers and is subject to internal and external moderation. A range of checks and safeguards is in place to ensure that 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. The University Centre is also subject to inspections undertaken by the QAA (Quality Assurance Agency) in order to ensure that prescribed quality standards are being maintained.

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

4.4 End of Year Procedures

Once all assessments have been marked, moderated and seen by the External Examiner, your mark profile will be compiled and submitted to the Examination Board. The Examination Board considers the mark profiles of each student and will confirm achievements and classifications. These results will then have to be ratified by the Open University Module Results Approval and Qualifications Classification Panel (MRAQCP) before they can be released to students.

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

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

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

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

4.5 External Examiners

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

The external examiner for your course is **currently being appointed**. Sometimes, your modules may have a different external examiner and your module leader can provide details on request.

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

Section 5 Safety, Health and Well-being

5.1 Notification of Infectious Disease

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

5.2 Fire Safety Procedures

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

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

5.3 Fire Information

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

They inform you of the appropriate action to take, the location of the nearest Fire Alarm Call Point, the location of 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 at health&safety@leedscitycollege.ac.uk

5.6 Accident and Incident Reporting

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

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

5.7 Policy Statement

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 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 University Centre 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 the college.

Appendices

Appendix 1 - Useful Links

Academic Regulations (Open University validated programmes)	UC Hub - Awarding Bodies (google.com)
Academic Regulations (University Centre Leeds validated programmes)	UC Hub - Awarding Bodies (google.com)
Careers and Progression Information	UC Hub - Careers and Progression (google.com)
Fees and Funding Information	UC Hub - Fees and Funding (google.com)
Forms and Guides	UC Hub - Forms and Guides (google.com)
Help and FAQs	UC Hub - Help (google.com)
Library/Learning Resource Centre	ilearn (google.com)
Policies & Procedures	Policies and Procedures - University Centre Leeds (ucleeds.ac.uk)
Prevent Information	Safeguarding Prevent and British Values - University Centre Leeds
Programme Specifications	Programme Specifications - University Centre Leeds (ucleeds.ac.uk)
Safeguarding & Prevent	SECTION 3 (ucleeds.ac.uk)
Referencing Guides	Quick referencing guide.pdf - Google Drive Harvard referencing guide.pdf - Google Drive
Student Disciplinary Procedure	Promoting Positive Relationships and Supporting Behaviour Policy, 2021/22 updates v1.5.docx (ucleeds.ac.uk)
Student Support	Student Support Hub (google.com)
Student Union Information	UC Hub - Student Union (google.com)
Student VLE	UC Hub (google.com)
Submission Guidelines	Draft_Submissions_Guidelines_students - Google Docs

UC LEEDS TEACHING YEAR FOR 2024/25

HE Teaching weeks Week	*Commences Monday*	*Note*
	5th Aug 2024	
	12th Aug 2024	A LEVEL RESULTS DAY
	19th Aug 2024	GCSE RESULTS DAY
	26th Aug 2024	BANK HOLIDAY MONDAY
	2nd Sep 2024	
	9th Sept 2024	HE ENROLMENT AND WELCOME WEEK
1	16th Sep 2024	HE SEMESTER 1 TEACHING STARTS
2	23rd Sep 2024	
3	30th Sep 2024	
4	7th Oct 2024	
5	14th Oct 2024	
6	21st Oct 2024	Staff Development (Thursday 24th October)
	28th Oct 2024	HALF TERM
7	4th Nov 2024	
8	11th Nov 2024	
9	18th Nov 2024	
10	25th Nov 2024	
11	2nd Dec 2024	
12	9th Dec 2024	
13	16thDec 2024	
	23rd Dec 2024	CHRISTMAS BREAK
	30th Dec 2024	CHRISTMAS BREAK
14	6th Jan 2025	
15	13th Jan 2025	
16	20th Jan 2025	SEMESTER 2 STARTS
17	27th Jan 2025	
18	3rd Feb 2025	
19	10th Feb 2025	
	17th Feb 2025	HALF TERM
20	24th Feb 2025	PRE-BOARDS Staff Development (Tuesday 25th February)

21	3rd Mar 2025	EXAM BOARDS WEEK
22	10th Mar 2025	
23	17th Mar 2025	
24	24th Mar 2025	
25	31st Mar 2025	
	7th Apr 2025	EASTER BREAK
	14th Apr 2025	EASTER BREAK / BANK HOLIDAY FRIDAY
26	21st Apr 2025	BANK HOLIDAY MONDAY
27	28th Apr 2025	
28	5th May 2025	BANK HOLIDAY MONDAY
29	12th May 2025	
30	19th May 2025	END OF TERM
	26th May 2025	BANK HOLIDAY MONDAY
	2nd Jun 2025	
	9th Jun 2025	
	16th Jun 2025	PRE-BOARDS
	23rd Jun 2025	EXAM BOARD WEEK
	30th Jun 2025	HE RESEARCH FESTIVAL/ANNUAL PLANNING
	7th Jul 2025	
	14th Jul 2025	Staff Development (Monday 14th July)
	21st Jul 2025	
	28th Jul 2025	

Appendix 4 - Assessment Grids

Assessment map FT mode

	Methods									
Module Titles	Laboratory report (GLP standard)	Research project report	Journal-style article	Research proposal	Literature review	Data analysis	Presentation	Conference style Poster	Case study	Annotated bibliography
Molecular Biology and Genomics		60%, wk15 3600 words			40% wk7 2400 words					
Advanced Concepts in Cellular Biology	50%, wk13 3000 words		50%, wk9 3000 words							
Bioinformatics and Data Analysis						40% wk 29 2400 words or eq			60%, wk17 3600 words	
Toxicology and Environmental Change				60%, wk30 3600 words				40%, wk20 (equiv. to 2400 words)		
Preparation for Research				70%, wk10 4200 words						30%, wk5 1800 words
Dissertation			70%, wk34 6000 words				30%, wk36 10 min + 5min for Qs			
Advanced Analytical Science (option)						60%, wk23 3600 words			40%, wk30 eq to 2400 words	
Diagnostic Techniques (option)	60%, wk23 3600 words						40%, wk30 10 min + 5min for Qs			

Assessment Map - PT mode

Year 1

	Methods

Module Titles	Laboratory report (GLP standard)	Research project report	Journal-style article	Research proposal	Literature review	Data analysis	Presentation	Conference style Poster	Case study
Molecular Biology and Genomics		60%, wk15 3600 words			40% wk7 2400 words				
Advanced Concepts in Cellular Biology	50%, wk13 3000 words		50%, wk9 3000 words						
Toxicology and Environmental Change				60%, wk30 3600 words				40%, wk20 (eq to 2400 words)	
Advanced Analytical Science (option)						60%, wk23 3600 words			40%, wk30 eq to 2400 words
Diagnostic Techniques (option)	60%, wk23 2400 words						40%, wk30 10 min + 5min for Qs		

Year 2

	Methods						
Module Titles	Journal-style article	Research proposal	Literature review	Data analysis	Presentation	Case study	Annotated bibliography
Bioinformatics and Data Analysis				40% wk 29 2400 words or eq		60%, wk17 3600 words	
Preparation for Research		70%, wk10 4200 words					30%, wk5 1800 words
Dissertation	70%, wk34 6000 words				30%, wk36 10 min + 5min for Qs		

University Centre Leeds

The Open University

Assessment Map - block/blended mode

Year 1

	Methods								
Module Titles	Laboratory report (GLP standard)	Research project report	Journal-style article	Research proposal	Literature review	Data analysis	Presentation	Conference style Poster	Case study
Molecular Biology and Genomics		60%, wk6 3600 words			40% wk 4 2400 words				
Advanced Concepts in Cellular Biology	50%, wk28 3000 words		50%, wk18 3000 words						
Toxicology and Environmental Change				60%, wk12 3600 words				40%, wk10 (eq to 2400 words)	
Advanced Analytical Science (option)						60%, wk4 3600 words			40%, wk6 eq to 2400 words
Diagnostic Techniques (option)	60%, wk30 2400 words						40%, wk24 10 min + 5min for Qs		

Year 2

	Methods						
Module Titles	Journal-style article	Research proposal	Literature review	Data analysis	Presentation	Case study	Annotated bibliography
Bioinformatics and Data Analysis				40% wk 6 2400 words or eq		60%, wk4 3600 words	
Preparation for Research		70%, wk12 4200 words					30%, wk9 1800 words
Dissertation	70%, wk34 6000 words				30%, wk36 10 min + 5min for Qs		

Assessment Map - distance learning + intensive summer school mode

Year 1

	Methods								
Module Titles	Laboratory report (GLP standard)	Research project report	Journal-style article	Research proposal	Literature review	Data analysis	Presentation	Conference style Poster	Case study

Molecular Biology and Genomics (option)		60%, wk6 3600 words			40% wk4 2400 words				
Advanced Concepts in Cellular Biology	50%, wk28 3000 words		50%, wk18 3000 words						
Toxicology and Environmental Change				60%, wk12 3600 words				40%, wk10 (eq to 2400 words)	
Advanced Analytical Science (option)						60%, wk4 3600 words			40%, wk6 eq to 2400 words
Diagnostic Techniques	60%, wk30 2400 words						40%, wk24 10 min + 5min for Qs		

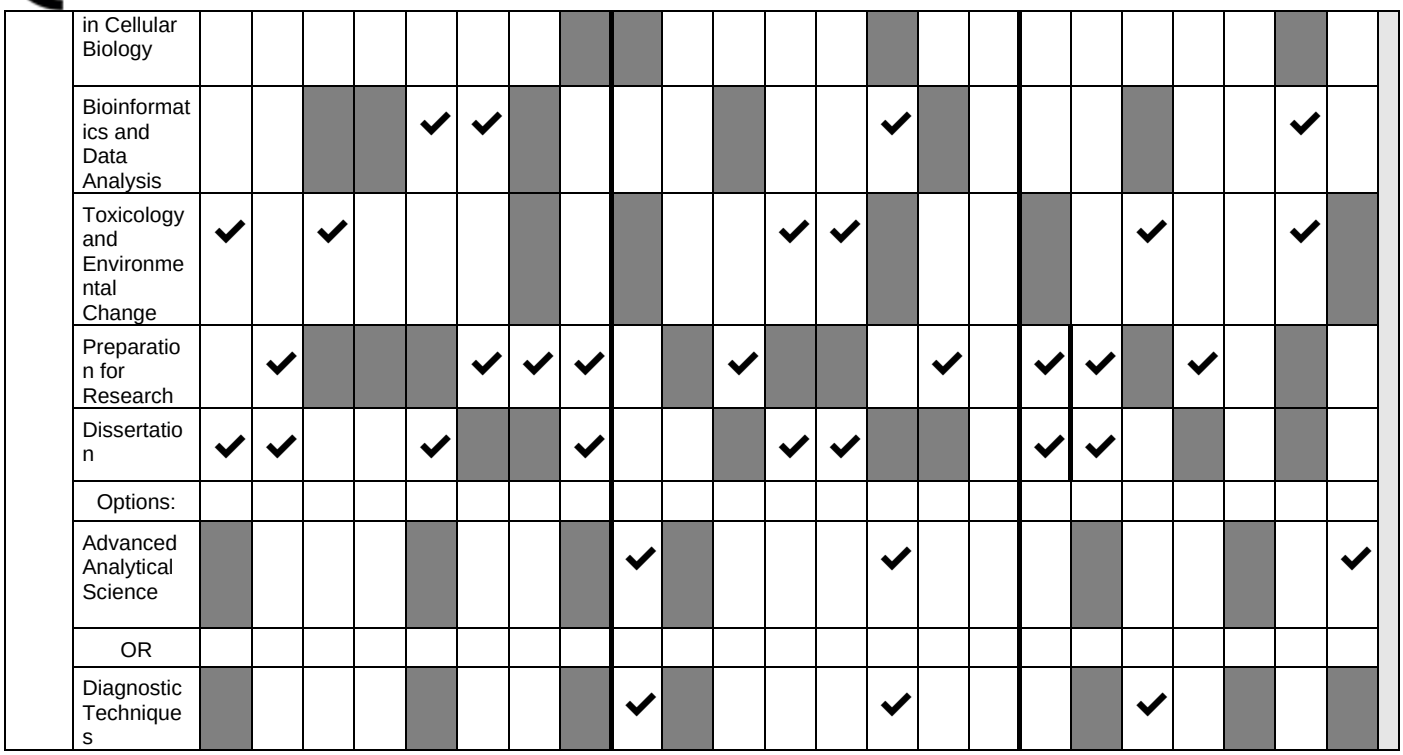
Year 2

	Methods						
Module Titles	Journal-style article	Research proposal	Literature review	Data analysis	Presentation	Case study	Annotated bibliography
Bioinformatics and Data Analysis				40% wk 6 2400 words or eq		60%, wk4 3600 words	
Preparation for Research		70%, wk12 4200 words					30%, wk9 1800 words
Dissertation	70%, wk34 6000 words				30%, wk36 10 min + 5min for Qs		

Curriculum mapping against the Apprenticeship Standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✔) particular knowledge, skills and behaviours.

		Apprenticeship Standard																					
Level	**Study module/unit**	**K1**	**K2**	**K3**	**K4**	**K5**	**K6**	**K7**	**K8**	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**	**S7**	**S8**	**B1**	**B2**	**B3**	**B4**	**B5**	**B6**	**B7**
7	Molecular Biology and Genomics				✔						✔				✔	✔								✔
	Advanced Concepts	✔		✔				✔			✔			✔			✔					✔		



Appendix 5 - Assessment timetable

Level 7 - Full Time

Module	Assessment I	Assessment II
Preparation for research	Week 5	Week 10
Molecular Biology and Genomics	Week 7	Week 15
Advanced Concepts in Cellular Biology	Week 9	Week 13
Bioinformatics and data analysis	Week 17	Week 29
Diagnostic Techniques	Week 23	Week 30
Toxicology and Environmental Change	Week 20	Week 30
Dissertation	Week 34	Week 36

Level 7 Part Time Year 1

Module	Assessment I	Assessment II
Molecular Biology and Genomics	Week 7	Week 15
Advanced Concepts in Cellular Biology	Week 9	Week 13
Diagnostic Techniques	Week 23	Week 30
Toxicology and Environmental Change	Week 20	Week 30

Level 7 online with summer school – Year 1

Module	Assessment I	Assessment II
Toxicology and Environmental Change	Week 4	Week 6
Molecular Biology and Genomics	Week 10	Week 12
Advanced Concepts in Cellular Biology	Week 18	Week 30
Diagnostic Techniques	Week 24	Week 30