

**HIGHER EDUCATION**  
**MSc BIOSCIENCES**  
**PROGRAMME HANDBOOK 2020/21**



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### **Foreword from the Principal**



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

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

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

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

We hope you enjoy your time with us.

**Bill Jones**  
**Deputy Chief Executive & Principal of Leeds City College**

## Introduction

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

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

## 1 General Information and Support

### 1.1 Higher Education Registry Contacts

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

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



Janet Faulkner  
Dean of Higher Education  
[Janet.faulkner@ucleeds.ac.uk](mailto:Janet.faulkner@ucleeds.ac.uk)  
0113 2354692



Sarah Wilson  
Associate Dean of Higher Education  
[Sarah.wilson@ucleeds.ac.uk](mailto:Sarah.wilson@ucleeds.ac.uk)  
0113 2354864



Vicky Sunderland  
HE Registrar  
[Vicky.sunderland@ucleeds.ac.uk](mailto:Vicky.sunderland@ucleeds.ac.uk)  
0113 2354566



Jenna Wilkinson  
HE Admissions Officer  
[Jenna.wilkinson@ucleeds.ac.uk](mailto:Jenna.wilkinson@ucleeds.ac.uk)  
0113 2354450



Daniel Stuart  
HE Policy and Compliance Officer  
[Daniel.stuart@ucleeds.ac.uk](mailto:Daniel.stuart@ucleeds.ac.uk)  
0113 2354407



Sam Lee  
HE Data Analyst  
[Sam.lee@ucleeds.ac.uk](mailto:Sam.lee@ucleeds.ac.uk)  
0113 2846513



Caroline Harnett-Mcmillan  
HE Registry Assistant  
[Caroline.harnett-mcmillan@ucleeds.ac.uk](mailto:Caroline.harnett-mcmillan@ucleeds.ac.uk)  
0113 2354419



Eve Barker  
HE Administrator  
[Eve.barker@ucleeds.ac.uk](mailto:Eve.barker@ucleeds.ac.uk)  
0113 2354484



Laura Macgregor  
HE Curriculum Admin  
[Laura.macgregor@ucleeds.ac.uk](mailto:Laura.macgregor@ucleeds.ac.uk)  
0113 22354876



Allie Mills  
HE Research and Development Officer  
[Allie.mills@ucleeds.ac.uk](mailto:Allie.mills@ucleeds.ac.uk)  
0113 2354894



Simon Wilson  
HE Learning Support Officer  
[Simon.wilson@ucleeds.ac.uk](mailto:Simon.wilson@ucleeds.ac.uk)  
0113 2846389



Emma Lockwood  
HE Counselling and Mental Health Officer  
[Emma.lockwood@ucleeds.ac.uk](mailto:Emma.lockwood@ucleeds.ac.uk)  
0113 2846330



Aisha Khan  
HE Student Engagement and Welfare Officer  
[Aisha.khan@ucleeds.ac.uk](mailto:Aisha.khan@ucleeds.ac.uk)  
0113 2356679



Samantha Goldsmith  
HE Research Librarian  
[Samantha.goldsmith@ucleeds.ac.uk](mailto:Samantha.goldsmith@ucleeds.ac.uk)  
0113 2354697



Jo Tyssen  
HE Business Development Manager  
[Joanne.tyssen@ucleeds.ac.uk](mailto:Joanne.tyssen@ucleeds.ac.uk)  
0113 2354510



Sophie Clayton  
NCOP Outreach Officer  
[Sophie.clayton@ucleeds.ac.uk](mailto:Sophie.clayton@ucleeds.ac.uk)  
0113 2354661






Alex Jennings  
HE Events and Social Media Officer  
[alexanderjennings@ucleeds.ac.uk](mailto:alexanderjennings@ucleeds.ac.uk)  
0113 2354511

## 1.2 Curriculum Department Contacts

Welcome to the HE Science Department which sits in the School of Sport, Health and Science. In particular, welcome to the Masters programme in Biosciences.

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.



	<p><b>Head of Department</b> Richard Keys richard.keys@ucleeds.ac.uk</p>	<p>Richard has passion for learning and helping to ensure that students graduate with the best possible chance of gaining employment in their chosen field. From a science perspective, he particularly enjoys natural science and its relationship to the world in which we live. As the Head of the Department, he is responsible for Higher Education programmes in Science, Sport, and Health</p>
	<p><b>Programme Manager</b> Christopher Workman chris.workman@ucleeds.ac.uk</p>	<p>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, 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)</p>
	<p><b>Tutor</b> Annie Carr Annie.carr@ucleeds.ac.uk</p>	<p>Annie Carr has been teaching Biology since 2002, Before joining the University Centre, she worked as a research scientist in leading academic and pharma organizations in England, Switzerland and the USA with a focus on drug discovery and innovation.</p>

	<p><b>Tutor</b> Mihaela Stanescu mihaela.stanescu@ucleeds.ac.uk</p>	<p>Mihaela Stanescu has been teaching Biology at since 2011, primarily on the Access to HE diploma programme. Prior to this Mihaela worked in the Biotechnology industry supervising bioprocesses and after that worked as a research scientist in mainland Europe.</p>
	<p><b>Tutor</b> Matthew Hewitt matthew.hewitt@ucleeds.ac.uk</p>	<p>Matthew Hewitt is a graduate of the Universities of Leeds and Sheffield in the fields of mathematics, physics and education. He has taught maths from the start of secondary school through GCSE, A Levels and into undergraduate courses on pure and applied mathematics as well as providing mathematics support to students at the University of Sheffield.</p>
	<p><b>Tutor</b> Suleiman Ahmed suleiman.ahmed@ucleeds.ac.uk</p>	<p>Suleiman Ahmed has worked as a PhD researcher at the Green Chemistry Centre of Excellence at the University of York (where his research interests included synthetic chemistry, sustainable heterogeneous catalysis and the use of bio renewable resources for the generation of non-fossil fuels and chemicals). He has also worked as a lecturer in chemistry at the Department of Chemistry, Isa Kaita College of Education Dutsin-ma</p>



**Tutor** Tamas Kovacs  
tamas.kovacs@ucleeds.ac.uk

Tamas Kovacs has worked as a Physics and Science teacher and as a research scientist in leading institutions in the UK and Hungary. His research interests include reaction kinetics and kinetic models, atmospheric chemical, nucleation in nanopores and crystallisation

### 1.3 Programme Rationale and Aims

The Leeds LEP is the largest city region economy outside London, the largest in the Northern Powerhouse and bigger than ten EU countries (ONS 2017). The region has significant strengths in Healthcare and Life Sciences including health informatics and medtech as well as data analytics and the legal sector.

The Masters in Biosciences programme will give students an opportunity to study theoretical and practical aspects of a broad range of scientific disciplines at Master's level. Taught modules will help you deepen your understanding of topics such as the molecular basis of disorders of the human body, the processes involved in developing new therapeutic agents and the ways in which medical diagnoses can help clinicians treat patients most effectively.

The overall aims of the programme are 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 are able to plan and execute laboratory investigations independently and assess the results generated by these activities
- Produce postgraduates who are able to 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

Knowledge and understanding	
Learning outcomes	
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 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.

Cognitive	
Learning outcomes	
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

Practical and Professions	
Learning outcomes	
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

Transferable	
Learning outcomes	
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

### 1.5 Programme Structure

semester	am	Day 1		pm
1	Applied Biomedical Techniques			Cellular Pathology
2	Advanced Pharmacology and Toxicology			Advanced Analytical Science (OPTION)
				Diagnostic techniques (OPTION)
semester	am	Day 2		pm
1	Preparation for research			Dissertation
				Tutorial
2	Tutorial			
	Dissertation			

The *Bioinformatics and Data Analysis* module will be delivered entirely online, across both semesters. Progress on and engagement with this module will be closely monitored and supported with regular short individual tutorials.

## **1.6 Communication**

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

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

## **1.7 Personal Tutors**

All undergraduate students are assigned a Personal Tutor. The Personal Tutor for your programme is Matthew Hewitt who can be contacted via the contact details above.

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

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

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



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

### **1.8 The Virtual Learning Environment (VLE)**

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

### **1.9 Students' Union**

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

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

### **1.10 Student Monitoring**

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

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

Please be aware that you will be contacted should we become concerned about your absences. The University Centre policy is to withdraw a student from a course if they do not attend for 4 consecutive weeks. The Student Loans Company will be informed of your withdrawal and will

then stop any future payments to your account. Therefore, it is important that you contact the Programme Manager if you are going to be absent for any length of time.

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

### 1.11 The Learning Resource Centre

Leeds City College has LRCs located across its campuses and centres. The main HE 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, accessible from the 'Zones' menu of the University Centre's Student Intranet, from the 'Portal' menu on the University Centre website, and by contacting the specific campus.

### 1.12 Learning and Research Resources

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

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

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

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

### **1.13 LRC Advice and Support**

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

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 University Centre's learning and study resources.

### **1.14 Study Facilities**

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

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

### **1.15 IT Facilities**

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

PCs are available to students in many parts of the campus', notably the Study Zone in the University Centre and the Learning Resource Centres at other campuses. In addition, some programmes may provide students with Chromebooks for their personal study use. The Study Zone in the University Centre provides working spaces with access to power for students wishing to work on their Chromebooks or laptops.

## **2 Teaching, Learning and Assessment**

### **2.1 Lectures, Seminars and Tutorials**

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

Apart from your 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).

Students will attend the University Centre on two days per week but will be expected to conduct a significant amount of independent self-driven learning outside of this time. Almost all teaching will be in laboratories and much of this time will be used to demonstrate and practice the use of equipment and standard techniques of relevance to the topics under discussion. Students will also have supervised laboratory time in which they will be expected to conduct their own research.

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

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

### **2.2 Assessment**

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

Some formative assessment will be delivered via the VLE and will provide instant feedback. Preparation for practical activities will be available in the form of virtual experiments in which online feedback is instantly available. Real and simulated practical activities will also provide data and the processing of this provides another opportunity for formative assessment with feedback on both the quality of the data collected, and how this may be improved, and the way in which it is displayed and manipulated to form conclusions.

The range of summative assessment types provides the opportunity for all students to demonstrate the knowledge and skills that they have acquired throughout the course of their studies. The mix of practical and written assessment, including formal examinations, will provide evidence to employers of the level of laboratory skills and other abilities (such as teamwork, communication skills, ethical integrity, etc.) that a student has developed, whilst also enabling any students who wish to progress onto Ph.D. research to demonstrate the required level of laboratory competence and ability to manage a substantial research project.

Examinations are included as part of the varied set of assessment methods as they are still widely used across the sector. Our students will be expected by employers to have experience of demonstrating their ability to apply knowledge under formal (exam) conditions.

To exploit the expertise and research experience of staff, students will be assigned a tutor as a research partner who will have a role in supporting and developing their benchwork. Students will work in small groups as well as individually which offers a mirror to the experience of laboratory working practice in academia and industry.

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.

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

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

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

## 2.5 Draft Submissions

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

## 2.6 Assessment Feedback

All students will normally receive written feedback on their summative assessments within **3 working weeks**. The feedback will provide students with some sense of what the tutor regarded as the strengths and the weaknesses of the work. It will also offer some distilled advice in the form of several highlighted 'Ways to Improve' that can be applied to future pieces of work. Students will also receive feedback on examination performance. Again, the emphasis will be on strengths and weaknesses, and on 'Ways to Improve'. All staff will continue to have office hours during the summer term and students are encouraged to contact them to discuss the feedback on their assessed work. All marks are subject to ratification by an examination board. In addition to written comments about your work, you are also likely to get verbal feedback either in class or on a one-to-one basis, and feedback from peers. Previous students have advised that it is important that you:

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

- Use feedback to self-assess your work against the assessment criteria, where possible. This can help you to address any areas you need to improve on.

## 2.7 Extensions

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

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

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

## 2.8 Mitigating Circumstances

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

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

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

done so may subsequently be problematic. Your department will do all it can to support you in difficult situations.

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

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

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

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

The following points will help you when submitting an application:

**Do**

- Review the grounds for applying for extenuating circumstances (see Student Guide to Extensions and Mitigation).
- Seek guidance from your Programme Manager or Personal Tutor if you are experiencing difficulties in completing your work on time.
- Meet with a tutor prior to the submission/examination date.
- Discuss with a tutor whether an extension would be appropriate.
- Request an extension where you are unable to meet the deadline.
- If applying for Mitigation submit an application that covers all module assessments, you are taking during the period of difficulty.
- Submit the application prior to the submission/examination date and for claims of Mitigating Circumstances within 5 working days from the submission or examination date.
- Complete all sections of the form.
- Include evidence to support your application.
- Make sure that you have received a receipt from your Programme Manager when you submit your application.

**Don't**

- Apply for any formative assessment pieces of assessment that do not count to your overall module mark.



- Use evidence that is undated or solely from family members supporting your application. You have to provide independent evidence.

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

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

### **2.9 Fit to Sit**

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

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

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

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

### **2.10 Penalties for Late Submission**

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

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

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

## 2.11 Grading and Classification

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

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

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

### Grading

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

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

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

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

### **2.12 Re-sit**

If you have submitted an assessment and are deemed by the 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 students who are offered a re-sit and a hand-in deadline will be set for the re-sit.

#### **Key points**

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

See the Assessment Regulations via the following link for full details.

<https://ucleeds.ac.uk/related-documentation/>

### **2.13 Re-study**

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

- (a) Partial retake as fully registered student:
  - (i) You would not be permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year,
  - (ii) You would have full access to all facilities and support for the modules and/or components being repeated,

- (iii) The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,
  - (iv) You would retain the marks for the modules and/or components already passed,
  - (v) No further resit opportunities would be permitted.
- (b) Partial retake for assessment only:
- (i) As above except that access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.
- (c) Full retake:
- (i) This is only permitted where you have extenuating circumstances;
  - (ii) You do not progress to the next stage of the programme but instead repeat all the modules in the current stage during the following academic year,
  - (iii) You have full access to all facilities and support,
  - (iv) The marks that can be achieved are not capped, and you would normally be entitled to the resit opportunities available. However, you would not be able to carry forward any credit from previous attempts at the stage.

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

### 2.13 Graduation and Beyond

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

Progression from the MSc Biosciences include entry into the local STEM sector (which contains many companies with a global presence). Core jobs within these industries are possible and the course has good links with local industries. Other careers include positions within agricultural research organizations (where the course also has links) as well as with government organizations as part of the Civil Service.

For those with research interests, local (and wider) areas of medical research and testing offer opportunities as well as opportunities within the food testing industry.

The biotechnology sector is a growing strength both globally and regionally requiring experienced and trained personnel such as graduates from the MSc Bioscience. Opportunities within chemical companies and laboratory supply in specialist training and sales roles are accessible from the programme.

For those wishing to study further an M Tech in Biotechnology is a possibility as well as studying for a PhD.

Students may wish to start their own ventures as science entrepreneurs or to enter careers such as specialist teaching.

### **3 Policies and Procedures**

#### **3.1 British Values, Equality and Diversity**

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

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

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

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

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

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

#### **3.2 Social Media**

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

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

University Centre, Leeds is committed to the responsible use of social media. The University Centre may routinely monitor social media and it reserves the right to instruct relevant parties

to remove unauthorised sites. Any information posted on social media sites must comply with the Data Protection Act.

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

### **3.3 Student Complaints**

If you feel you have legitimate grounds for complaint, you should raise your concerns as soon as you become aware of the problem or issue arising. This should be in person, by e-mail or writing to the relevant person or your 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 University Centre's Research Ethics Process. Information and links to the application form can be found on the VLE.

### **3.6 Academic Misconduct**

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

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

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

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

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

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

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

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

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

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

The following tips may help you to avoid academic misconduct:

#### **Do**

- Familiarise yourself with the regulations and penalties that can be incurred. For professional programmes, a single case of academic misconduct may result in you being discontinued from your course.

- Make sure that you know how to correctly acknowledge other people's work or opinions and get feedback from your Tutor on whether or not you are doing this correctly.
- Take care when making notes from books or articles. Always keep a record of whether your notes are a paraphrase of the source or a direct quotation, so that you don't inadvertently include quotes without proper acknowledgement (this is a frequently cited reason students give when accused of academic misconduct).
- Seek support from your Module or Personal Tutor if you are experiencing difficulties in completing your work on time.

### **Don't**

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

### **3.7 Assessment Regulations**

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

### **Quality Assurance**

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

### **4.1 Student Voice**

Regular feedback from students plays an important part in planning modules and developing teaching skills within the department. In order to ensure that students can make a direct impact on the ways in which they are being taught, every tutor asks students to complete a questionnaire at the end of each module and circulates a written report on this feedback prior to discussing with the students concerned any resulting changes. At the end of the year a further questionnaire will be circulated which considers the programme as a whole.



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

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

#### **4.2 Course Committee Meetings**

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

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

Course Committee Meetings for your programme are as follows:

November 19th 2020

March 25th 2021

All meeting papers will be made available on the VLE.

#### **4.3 Moderation**

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

The Awarding Body is The Open University. In order to be able to offer this qualification, the University Centre has been subject to stringent approval processes with the university, considering aspects such as staffing, resources and quality systems. The Open University also monitors the quality of the awards through a range of ongoing measures and activities. The University Centre is also subject to inspections undertaken by the QAA (Quality Assurance Agency) in order to ensure that prescribed quality standards are being maintained.

#### 4.4 End of Year Procedures

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

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

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

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

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

#### 4.5 External Examiners

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

The external examiner for your course is TBC who works at TBC. Sometimes, your modules may have a different external examiner and your module leader can provide details on request.

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



## 5 Safety, health and well-being

### 5.1 Notification of Infectious Disease

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

### 5.2 Fire Safety Procedures

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

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

### 5.3 Fire Information

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

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

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

#### **If you discover a fire**

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

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

#### **Fire evacuation**

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

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

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

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

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

#### **5.4 Students with Disabilities**

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

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

#### **5.5 First Aid**

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

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

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

#### **5.6 Accident and Incident Reporting**

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

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

### **5.7 Policy Statement**

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

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

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

**Appendix 1 Higher Education Calendar 2020-21**

<b>College Week</b>	<b>Commences Monday</b>	<b>Note</b>	<b>Prog. Week</b>
1	27-Jul-20		
2	03-Aug-20		
3	10-Aug-20		
4	17-Aug-20		
5	24-Aug-20		
6	31-Aug-20		
7	07-Sep-20	<b>HE Enrolment</b>	
8	14-Sep-20	<b>HE Enrolment</b>	
9	21-Sep-20	<b>Semester 1 starts</b>	1
10	28-Sep-20		2
11	05-Oct-20		3
12	12-Oct-20		4
13	19-Oct-20	Preparation for research Task 1 (annotated bibliography) <b>Staff development Day (Fri 23<sup>rd</sup> Oct)</b>	5
14	26-Oct-20	<b>Reading Week</b>	
15	02-Nov-20	Applied Biomedical Techniques Task 1 (data production report)	6
16	09-Nov-20	Advanced Pharmacology and Toxicology Task 1 (presentation)	7
17	16-Nov-20		8
18	23-Nov-20	Cellular Pathology Task 1 (laboratory report)	9
19	30-Nov-20	Preparation for research Task 2 (research proposal)	10
20	07-Dec-20		11
21	14-Dec-20		12
22	21-Dec-2020	<b>Christmas Holidays</b>	

23	28-Dec-2020	<b>Christmas Holiday</b>	
24	04-Jan-21	Cellular Pathology Task 2 (recorded presentation) <b>Staff Development Day</b>	13
25	11-Jan-21	Applied Biomedical Techniques Task 2 (data analysis and presentation)	14
26	18-Jan-21	Advanced Pharmacology and Toxicology Task 2 (research project report)	15
27	25-Jan-21	<b>Semester 2 starts</b>	16
28	01-Feb-21		17
29	08-Feb-21		18
30	15-Feb-21	<b>Reading Week</b>	
31	22-Feb-21		19
32	01-Mar-21	<b>Exam Board Week</b>	20
33	08-Mar-21		21
34	15-Mar-21		22
35	22-Mar-21	Advanced Analytical Science (option) Task 1 (data production report) Diagnostic Techniques (option) Task 1 (laboratory report)	23
36	29-Mar-21	<b>(Good Friday 2<sup>nd</sup> April)</b>	24
37	05-Apr-21	<b>Easter Hols (Easter Monday)</b>	
38	12-Apr-21	<b>Easter Hols</b>	
39	19-Apr-21		25
40	26-Apr-21		26
41	03-May-21	<b>Bank Holiday Monday</b>	27
42	10-May-21		28
43	17-May-21	Bioinformatics and data analysis Task 1 (case study)	29
44	24-May-21	Advanced Analytical Science (option) Task 2 (online exam) Diagnostic Techniques (option) Task 2 (online exam)	30
45	31-May-21	<b>Reading Week</b>	



46	07-Jun-21		31
47	14-Jun-21		32
48	21-Jun-21	<b>Exam Board Week</b>	33
49	28-Jun-21	Dissertation Task 1 (journal-style article)	34
50	05-Jul-21		35
51	12-Jul-21	Dissertation Task 2 (presentation seminar)	36
52	19-Jul-21		37

**NOTES:**

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

## Appendix 2 Learning Outcome Grids

This  
table

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3
7	Applied Biomedical Techniques			ü	ü	ü		ü		ü				
	Cellular Pathology	ü	ü				ü	ü			ü	ü		
	Bioinformatics and data analysis		ü	ü			ü			ü			ü	
	Advanced Pharmacology and Toxicology	ü	ü		ü		ü				ü	ü		ü
	Preparation for research			ü	ü				ü		ü	ü	ü	
	Dissertation	ü				ü		ü	ü					ü
	Advanced Analytical Science (option)	ü			ü	ü				ü			ü	
	Diagnostic techniques (option)		ü			ü	ü			ü	ü			ü

indicates which study units assume responsibility for delivering (shaded) and assessing (ü) particular programme learning outcomes.

	Methods										
Module Titles	Laboratory report (GLP standard)	Research project report	Journal-style article	Research proposal	Data production report	Online Exam	Data analysis & presentation	Presentation seminar	Presentation	Case study	Annotated bibliography
Applied Biomedical Techniques					50%, wk6 3000 words		50%, wk14 3000 words (or eq)				
Cellular Pathology	50%, wk9 3000 words								50%, wk13 3000 words eq (5 mins recorded)		
Bioinformatics and data analysis										100%, wk29 6000 words	
Advanced Pharmacology and Toxicology		60%, wk15 3600 words							40%, wk7 2400 words (or eq)		
Preparation for research				70%, wk10 4200 words							30%, wk5 1800 words
Dissertation			70%, wk34 6000 words					30%, wk36 5400 words (or eq)			

Advanced Analytical Science (option)					60%, wk23 3600 words	40%, wk30 2400 words					
Diagnostic techniques (option)	60%, wk23 3600 words					40%, wk30 2400 words					

**Appendix 3 Assessment Grids**

**Annexe 3 – Assessment Map**

## Appendix 4 Assessment Timetable

Level 7 Full time module assessment

Module	Assessment I	Assessment II
Applied Biomedical Techniques	Week 6	Week 14
Cellular Pathology	Week 9	Week 13
Bioinformatics	Week 29	
Advanced Pharmacology and Toxicology	Week 7	Week 15
Preparation for Research	Week 5	Week 10
Dissertation	Week 34	Week 36
Advanced Analytical Science	Week 23	Week 30
Diagnostic Techniques	Week 23	Week 30