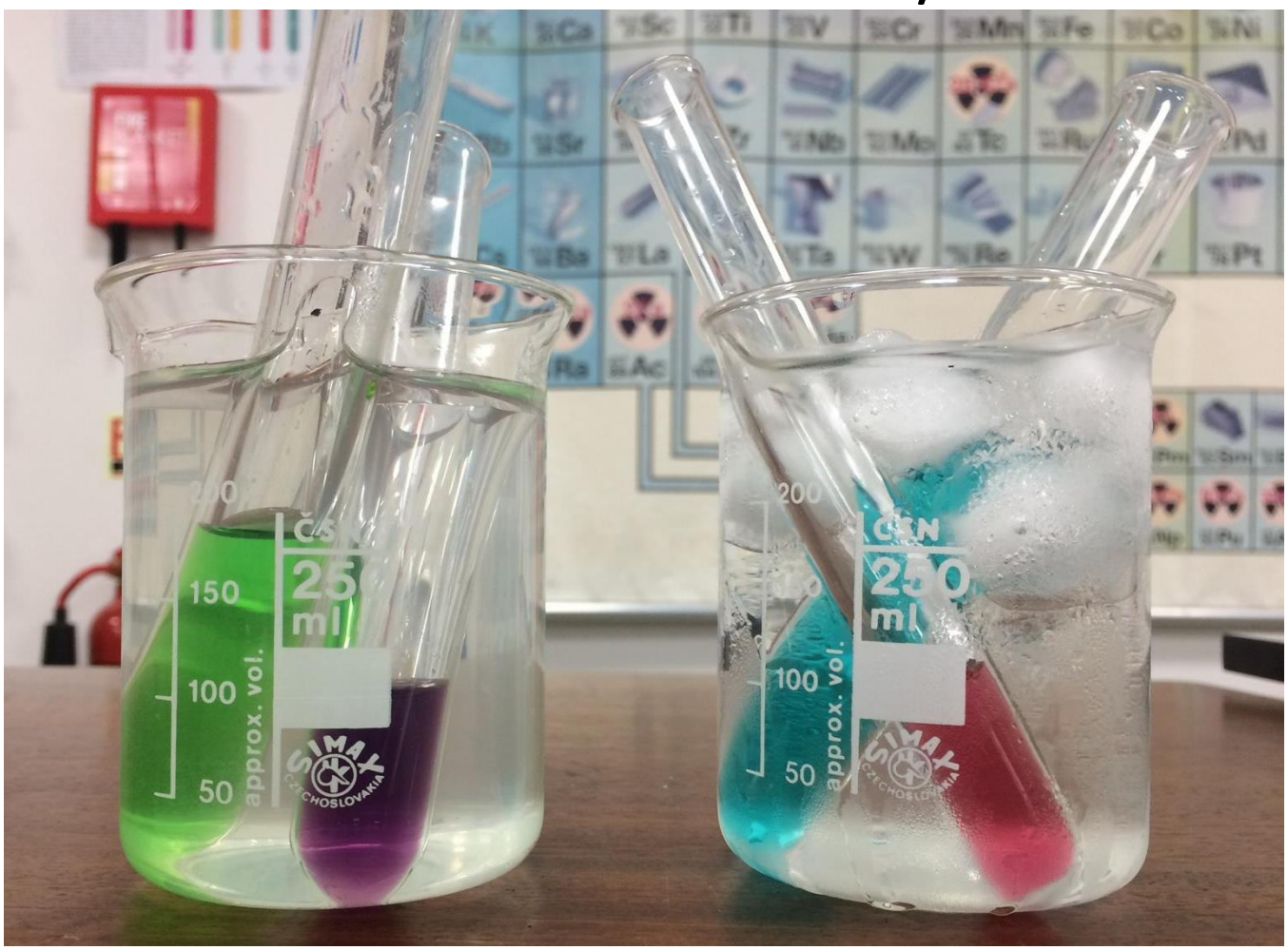
University Centre Leeds
Science

HIGHER EDUCATION

FD BIOMEDICAL AND PHARMACEUTICAL SCIENCES AND

FD BIOMEDICAL AND PHARMACEUTICAL SCIENCES WITH FOUNDATION YEAR

PROGRAMME HANDBOOK 2019/2020



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1 Welcome

1.1 Welcome from the Principal

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

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

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

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

We hope you enjoy your time with us.

Colin Booth
Chief Executive & Principal

1.2 Welcome from the course team

Welcome to the Biomedical and Pharmaceutical Sciences Foundation Degree.

This handbook provides you with information about your Biomedical and Pharmaceutical Sciences course (which is validated by Leeds City College), the school, your responsibilities as a student, support available to you, in addition to information about assessment and other regulatory issues.

Now that you have enrolled, our aim is to offer you all possible help and support to enable you to gain the qualification, prepare you to be successful in the science sector and also for progression onto a BSc (Hons) Degree top-up course if that is your choice.

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

Best wishes to you in your future studies.

Chris Workman and Annie Carr
Programme Managers
Chris.Workman@ucleeds.ac.uk
Annie.Carr@ucleeds.ac.uk

1.3 Which School is my course in?

We are in the School of Academic Studies. This is a diverse school which as well as Higher Education Science programmes also includes, HE Health and Caring Services, HE Media Make-up, HE Sport and HE Tourism & Aviation.

The school runs a mixture of courses all designed to suit the needs of employers and students alike.

Head of HE Science and Health: Richard Keys

Deputy Head of HE Science and Health: Jacqueline McPartlan

Programme Manager HE Science: Chris Workman / Annie Carr

Your Module/Personal Lecturers: Suleiman Ahmed, Annie Carr, Matthew Hewitt, Tamas Kovacs, Mihaela Stanescu, Chris Workman

1.4 What facilities are available?

Your course will be delivered at the University Centre of Leeds City College using teaching rooms and laboratory facilities that were constructed in 2017 specifically to enhance the Higher Education science provision at the college.

You will have access to a number of text books and journals in both printed and electronic format through the University Centre library. There is also a dedicated study area with both Apple Macintosh and PC computers and access to laptop and Chromebook computers as required.

1.5 What can I do once I graduate?

You can progress to a BSc. (Hons) degree or seek employment in this actively growing sector, predominant in the region. A number of regional companies have been involved in the development of this qualification to ensure that it provides the specialized knowledge, skills and experience that make our graduates attractive to employers.

2 About your course

2.1 Welcome to the course

Welcome to the FD Biomedical and Pharmaceutical Sciences. The qualification is an excellent stepping stone to either further your studies in science or to seek employment in the Science and Technology sector.

2.2 Aims of the course

The overall aims of the programme are to produce graduates who have:

- A multidisciplinary understanding of the science of human life, health and disease at the molecular, cellular, system, organismal and environmental level
- An understanding of microbial processes and applications, including the opportunities for humans to exploit and benefit from these
- The ability to work confidently and independently; are able to reflect and learn from their experiences in the workplace and relate these experiences to theory.
- Analytical and practical skills involving the use of a wide range of laboratory equipment and techniques as well as methods of scientific data collection, storage and processing.
- Analytical understanding and practical experience which relates to the bioscience or pharmaceutical industries.

2.3 Course Learning Outcomes

Learning Outcomes The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:	
Knowledge and Understanding	
K1	Demonstrate a comprehensive and detailed knowledge of activities and applications within the Biotechnology, Bioscience, Chemical or Pharmaceutical industries
K2	Demonstrate a clear, broad and detailed knowledge of standard scientific procedures and describe aspects of good practice including ethical considerations within relevant industry bases
K3	Explain how hypotheses (devised or provided) may be tested using standard procedures
K4	Demonstrate a broad, up to date interdisciplinary knowledge of theories and concepts relevant to the current body of scientific understanding within the Biotechnology, Bioscience, Chemical or Pharmaceutical industries
Cognitive/Intellectual Skills	
C1	Research, plan, undertake and evaluate a self-managed project in which evidence is synthesized and appraised relevant to Biotechnology, Bioscience, Chemical or Pharmaceutical industries
C2	Demonstrate both breadth and depth in the application of knowledge to the solution of problems
C3	Confidently and creatively identify, analyse and solve complex problems in a scientific context using appropriate knowledge and methods
C4	Draw concise and accurate scientific conclusions through the analysis of data including evaluation of the quality and reliability of the data
Practical/Professional Skills	
P1	Respond to changing situations within the industrial environment of a relevant sector, showing knowledge of good practice and current regulations
P2	Work safely within a laboratory environment and show knowledge of hazards, risks and ethical issues with appropriate responses for relevant industries

Key Transferable Skills	
T1	Plan, manage and evaluate the acquisition of new knowledge and skills as part of a strategy for employment and future professional development
T2	Communicate clearly, fluently and effectively in a range of styles using technical and specialist language in a professional manner. Engage in academic debate and discussion effectively
T3	Demonstrate the ability to use standard and specialist examples of computer software which are relevant to the industry sector
T4	Operate as part of a team and evaluate own performance

The course aims to develop excellent laboratory skills including the ability to design and report on practical tests as well as experience of Good Laboratory Practice, Good Manufacturing Practice and Good Clinical Practice. You will develop skills in handling of chemicals and biological materials, safe working, scientific and medical writing as well as the confidence to research and interpret data based information. At the heart of the programme is the development of competent and confident lab practitioners who are responsible and trustworthy employees who understand the value of behaving with honesty and professional integrity.

2.4 What will I learn?

The following modules may be studied at Level 3 (for students studying a foundation year)

Semester 1	Semester 2
Chemistry 1 (20 credits)	**Chemistry 2 (20 credits)**
Biology 1 (20 credits)	**Biology 2 (20 credits)**
Academic Skills (20 credits)	
Foundation Mathematics (20 credits)	

Academic Skills: This module will assist you in developing the important study skills that are necessary to do well in studying other modules at this level and later in the course. You will learn about how to get the most from lectures, lab classes and electronic study material as well as how to write high-quality essays, lab reports and presentations.

Biology 1: This module introduces the basic topics in Biology that provide the foundation upon which most topics in bioscience or life sciences rest. It will also give you the opportunity to gain experience in common laboratory procedures, building confidence in laboratory work.

Biology 2: This module builds on the material in Biology 1, introducing a number of more advanced topics that are an important background to help prepare you for some of the modules at level 4. You will also expand your repertoire of practical techniques through study of this module.

Chemistry 1: This module introduces some basic topics in Chemistry in such a way that you need not have any prior chemistry knowledge to be able to progress successfully through the material. You will learn to apply mathematical techniques to solve problems in chemistry as well as how to perform a number of common laboratory procedures.

Chemistry 2: This module builds on the topics from Chemistry 1, covering topics that are important to the understanding of more advanced idea in both chemistry and bioscience. You will learn how to synthesise, purify and analyse chemical compounds in the laboratory.

Foundation Mathematics: This module covers all of the basic maths skills necessary to succeed in the highly numerate disciplines of Biology and Chemistry. It will allow you to become confident in processing and interpreting experimental data using basic mathematical techniques.

The following modules will be studied at Level 4

Semester 1	Semester 2
Personal & Professional Development (20 credits)	**Integrated Practical Skills (20 credits)**
Integrated Biomolecular Science (20 credits)	**Biochemical Processes (20 credits) OR Organic Chemistry (20 credits)**
Mathematics (20 credits)	
Physiology and Pathology (20 credits) OR Physical, Inorganic and Organic Chemistry (20 credits)	

Biochemical Processes: This module aims to deliver the knowledge and understanding of the major biochemical processes which occur inside all cells. You will explore complex biochemical pathways and explore how they work and contribute to cellular function.

Organic chemistry: This module covers topics in organic chemistry extending beyond that provided by the Physical, Inorganic and Organic Chemistry module. The module will explore the chemistry of, and methods of identifying, common organic compounds as well as giving you the opportunity to experience some synthetic and analytical practical activities.

Integrated Biomolecular Science: This contains the knowledge and understanding of the major biomolecules and structures which occur inside all cells. Students will explore cells and cellular organelles, examining in detail how these work as entities as well as how they work together for whole cell function

Integrated Practical Skills in Science: This module covers a broad range of fundamental techniques in in chemistry and biological chemistry providing a basis for the whole programme. You will learn skills that are fundamental to working in any commercial or academic laboratory.

Maths: The aim of the Mathematics module is to develop knowledge of Mathematical techniques and procedures to support academic learning in scientific subjects

Personal & Professional Development: The purpose of the PPD module is to enable you to acquire and develop a range of skills including transferable, personal, interpersonal, academic and subject specific skills that will enable them to succeed in science

Physical, Inorganic and Organic Chemistry: This module covers a broad range of fundamental concepts in chemistry and provides an introduction to topics that will be important if you intend to progress on to careers in which a significant knowledge of chemistry is required. The module will introduce key ideas and theories as well as giving you the opportunity to further develop important practical skills.

Physiology and Pathology: This module explores the structure and function of human body systems and explores how they are changed by disease processes. This unit offers a basis for those students who are seeking employment in the biomedical sector or to progress to further study.

The following modules will be studied at Level 5

Semester 1	Semester 2
Pharmacology and Therapeutics (20 credits)	**Immunology (20 credits) OR Medicinal Chemistry (20 credits)**
Microbiology and Biotechnology (20 credits)	**Genetics (20 credits) OR Biomaterials and Solid State Chemistry (20 credits)**
Work Related Learning (20 credits)	
Scientific Investigation (20 credits)	

Biomaterials and Solid State Chemistry: This module provides a background in materials chemistry, delivered in a specific context that will benefit you if you are interested in

progressing to further study or employment in any field that involves biomaterials – for instance in implants or prosthetics.

Genetics: This module aims to covers the processes by which information is passed from generation to generation and how the bacterial genome works

Immunology: This module aims to develop the student's knowledge of physiology focusing on the immune system. Students will explore how the immune system works and how this changes in disease states. This will provide a background for those students progressing into any field within the modern Biotechnology industry

Medicinal Chemistry: This module is designed to allow you to study some aspects of chemistry that are particularly relevant to medical and pharmaceutical industries. It will cover the chemistry involved in drug design and provide a brief introduction to the strategic planning involved in drug synthesis.

Microbiology and Biotechnology: This module covers a broad range of concepts in modern biology. You will explore how infection enters and affects the body and the use of micro-organisms in modern industry. This module will introduce key ideas as well as practical experience crucial to the pharmaceutical and biotechnology industries.

Pharmacology and Therapeutics: This module covers the ways in which drugs work in the human body including aspects of delivery and bio-availability. You will become aware of the processes used in industry by which new drugs are discovered and developed. It would be ideal for anyone who wished to progress into industrial employment or further study in this subject area.

Scientific Investigation: This module develops understanding of the processes fundamental to all science using current knowledge to advance your learning of how the science industry operates.

Work Related Learning: This module will provide you with the opportunity to identify and analyse a solution to a work related problem. You will be encouraged to critically reflect on your overall learning experience thus facilitating refining of employability skills in line with your career aspirations.

2.5 How will I be taught?

A mixture of lectures, tutorials and seminars will be used. 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.

Some teaching will involve short laboratory exercises woven into a lecture-style delivery so that you will be able to relate the theory that you are studying to the important practical aspect of the course.

Longer laboratory sessions will allow you to develop a range of practical skills that are valued by employers in the chemical and pharmaceutical sector.

The college's Virtual Learning Environment will provide you with a rich source of material to support and enhance your learning. Text documents for you to use in your reading will be provided alongside audio-visual content such as podcasts, videos and animations, as well as interactive material such as simulations of practical procedures, tests and quizzes.

As the FD Biomedical and Pharmaceutical Sciences course is a Higher Education qualification, you will be expected to demonstrate a certain level of independence in your learning. Making a thorough set of notes during lectures and seminars, while carrying out additional reading can provide an excellent base for your assignment tasks.

2.6 How will I be assessed?

Assessment is based on a blend of exams, coursework such as essays, oral and poster presentations, and laboratory practical experiments coupled with laboratory reports. Each module is assessed during the semester in which it is taught, and has more than one type of assessment. Throughout the teaching year there are opportunities for students to gauge their progress and monitor their learning and achievement by regular formative assessment generating developmental feedback and support. For example, strengthening and practical nature of the course, laboratory practical work will frequently have an assessed component.

See Appendix 3 for Assessment Grid

You will have opportunities to engage in a range of activities in addition to your Higher Education studies, volunteering, student societies, playing in College sports teams and being a student academic representative.

3 Student Support System

3.1 Higher Education Development Office

The Higher Education Development Office (HEDO) has an overarching responsibility for the operation of the Higher Education provision.

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

Dean of Higher Education
Janet Faulkner
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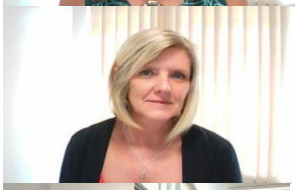

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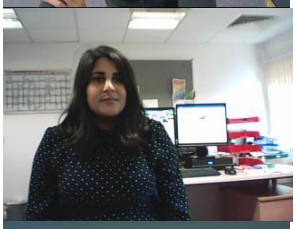

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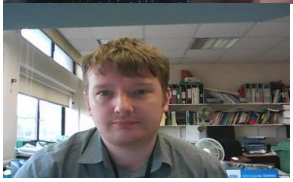

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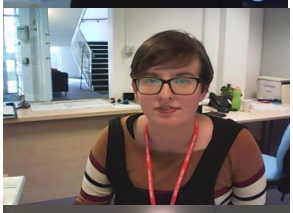

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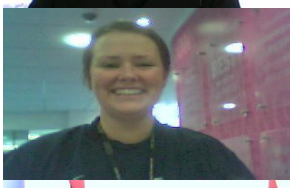

Higher Education Business Development Manager
Jo Tyssen
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Higher Education Events and Social Media Officer Apprentice
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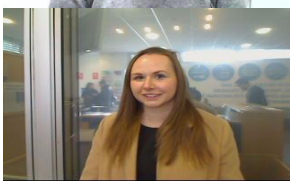

Heart NCOP Activities and Events Officer
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3.2 Who is going to teach me?

Your module lecturers are the members of the College staff who you will have most contact with. Their job is to manage and deliver their part (module) of your programme of study, assess and grade your work, and also give you continuous feedback on how you're doing.

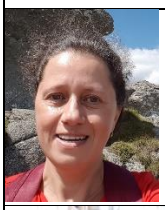
Lecturers aim to develop adult, professional relationships with students. You are encouraged to voice any concerns that you might have about your work with the lecturer concerned.

Our job is to do all we can to help you succeed but we can't do this unless you talk to us about anything that is worrying you.

You will be allocated a personal tutor whose job it is to deal with any problems that can't be settled at lecturer level, plus more general concerns that you might have, for example any problems you might have which may be affecting your work.

The Programme Manager (PM) has overall responsibility for the running of the Foundation Degree and the well-being of the students.

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

	**Head of Department** Richard Keys richard.keys@leedscitycollege.ac.uk	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, Media Make-up and Tourism.
	**Programme Manager** Annie Carr Annie.carr@leedscitycollege.ac.uk	Annie Carr has been teaching Biology for Leeds City College since 2002, on a variety of programmes including Access to HE Diploma courses and a Science Foundation Year taught in Leeds City College for the University of Leeds. Before joining the college, she worked in as a research scientist in leading edge institutions in England, Switzerland and the USA.
	**Tutor** Christopher Workman chris.workman@leedscitycollege.ac.uk	Christopher Workman has been teaching Chemistry for Leeds City College since 2001, on a variety of programmes including Access to HE diploma courses and a Science Foundation Year taught in Leeds City College for the University of Leeds. Before joining Leeds City College, 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** Mihaela Stanescu mihaela.stanescu@leedscitycollege.ac.uk	Mihaela Stanescu has been teaching Biology at Leeds City College 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.
	**Tutor** Matthew Hewitt matthew.hewitt@leedscitycollege.ac.uk	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.
	**Tutor** Suleiman Ahmed suleiman.ahmed@leedscitycollege.ac.uk	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

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

For each module, the module leader will set out the preferred method of communicating general information about that module to you, which may be by e-mail or notices posted on the VLE.

3.3 What study facilities are available in the Learning Resource Centre (LRC)?

Leeds City College 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, accessible from the 'Zones' menu of the College's Student Intranet, from the 'Portal' menu on the College website, and by contacting the specific campus.

What learning and research resources are available?

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+'.

How can I get 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 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.

3.4 Study Facilities

Our newly refurbished University Centre provides a range of study facilities, accessible only to Higher Education students, in the Study Zone and library. Here you will find a combination of individual, small group and 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.

4 Your responsibilities as a student

4.1 What are my responsibilities?

It is your responsibility as a student to comply with the scheme, course and module requirements for attendance and for completion of assessments. This includes meeting deadlines for assessments. In order to achieve this you should be aware of the following Core Principles:

- Be Respectful – For example, ensure your interactions are always respectful and professionally conducted and College facilities are appropriately used.
- Be Sensitive – For example, be aware of your language and behaviour to ensure it respects others and recognises diversity.
- Be Understanding – For example, ensure there is mutual respect by listening to others (be aware your voice may be more easily heard in some venues than others).
- Be Punctual – For example, make sure you arrive, start and finish on time. Let the appropriate person know if you are delayed. To avoid disruption to others, late entry to a session/appointment may not be possible.
- Be There – For example, actively participate to get the most out of the time available.
- Be Prepared – For example, make sure you have done the necessary preparatory work. If insufficient preparation has been done it may not be possible for the planned activity to take place. Students who have attempted but had difficulty with preparatory work should bring this to the attention of the relevant staff member.
- Be Considerate – For example, use mobile phones and electronic devices with an awareness of how this might impact on others.

Please note that the College has a Positive Behaviour Policy which can be found at https://intranet.leedscitycollege.ac.uk/repository/viewer/index.jsp?id=20160205114919687

4.2 Where can I find out about general student regulations?

These are available on our website via the following link.

4.3 What if I'm an international student?

There are new requirements relating to immigration procedures in the UK with the introduction of the Points-Based System. Information is available at:
http://www.leedscitycollege.ac.uk/courses-apprenticeships/international/

4.4 Are there any guidelines about attendance?

The modules on the course will help you to develop both skills and academic knowledge. Most modules will require you to undertake formative work, which will help you to apply your knowledge and understanding, which in turn will help you to achieve a good grade in the summative assessments. Therefore it is important that you attend regularly. Research has demonstrated a clear link between attendance and success rates therefore we recommend that a minimum attendance of 80% is maintained.

The college policy is to withdraw a student from a course if they do not attend for 4 consecutive weeks. The Student Loans Company will be informed of your withdrawal and will then stop any future payments to your account. Therefore, it is important that you contact Richard Keys/Annie Carr or Chris Workman if you are going to be absent for any length of time.

During your course of study, there will be times when you are not able to attend classes because of illness, personal and domestic crises. It is therefore all the more important that you do attend when you are able to otherwise it is very easy to lose the thread of what is going on and become disheartened.

We do not advise that you take holidays in term time. Please see the HE calendar in Appendix 1 for details.

If you are absent you must telephone or email your personal tutor to notify them. Doctor's notes will be required for absences of more than a couple of days or recurring illness. Please keep your module tutors informed if you are having difficulty attending you classes for whatever reason. We are here to support you but cannot do that unless you keep us informed of problems you are experiencing.

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)

If you are absent through illness immediately prior to an examination or assignment deadline and wish to submit a case for mitigating circumstances, you must provide us with details and any available evidence as soon as possible.

If you are absent through illness on the day of an examination or assignment deadline, you must also provide us with details and any available evidence as soon as possible.

Depending on the nature of your illness you may be able to apply for Mitigating Circumstances. For information please see the Student Guide to Extensions and Mitigation which can be found on the VLE.

You can hand in or send medical certificates to Chris Workman or Annie Carr

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.

4.5 What do I do if I am going to be absent?

In case of absence from College, you should contact Chris Workman on 0113 308 7948 or Annie Carr on 0113 308 7958 or e-mail at chris.workman@leedscitycollege.ac.uk or annie.carr@leedscitycollege.ac.uk.

4.6 How do I withdraw from my course?

If you are considering withdrawal from your course, you should speak to your personal tutor or the Students' Union to discuss your reasons. If there is a problem, College or Students' Union staff may be able to help.

If you decide to withdraw from your course or programme of study, you must notify us in writing. This notification must be sent immediately to Chris Workman or Annie Carr and be copied to the HE Registrar Co-ordinator at the following email address: heregistrar@leedscitycollege.ac.uk

4.7 Are there any specific course requirements (e.g. placements, DBS checks)?

You are encouraged to find a work placement whilst on programme. The College can try to assist in finding a placement.

4.8 What do I do if I change my details?

Whenever you change your address and contact details, particularly your mobile phone number, you should inform your Chris Workman or Annie Carr immediately. This will ensure we can always contact you in an emergency.

The school will inform you of cancelled classes as soon as possible via text to the mobile phone number we have for you on our contact records. It is your responsibility to ensure that we have your most up-to-date mobile phone number.

5 Assessment

Your work is assessed in terms of its ability to demonstrate the learning outcomes for the module. You'll see the exact assessment criteria in each module handbook. The levels of achievement are categorised in percentages.

For each module of study, you will complete summative assessments. In addition, lecturers may set "formative" assessments as part of the learning process. These formative assessments are important as they give you a chance to obtain feedback on your performance before your summative assignments. At the end of the module, a mark is awarded based on the evidence of the summative assessments.

5.1 How will I get my results and feedback on my work?

Results from module assessments and decisions on progression to the next level or awards (if you are in the final level) will be displayed on your course notice board. Your notice board is located at C4 corridor (HE Science department). Results will also be published on the VLE.

You will normally receive written comments, verbal feedback or group feedback on your work within 3 working weeks of submission of your work. Your module leader will advise as to the format of the feedback.

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

5.2 Where can I find the University's assessment regulations?

Your progression from Level 4 to Level 5 and achievement at level 5, and your graduation and classification, are all subject to satisfying the University's assessment and progression regulations. These regulations are available on the website via the following link.

5.3 What is the marking scheme?

For each module, you will complete one or two assessments which may contain a number of tasks. In addition, tutors will set ungraded or formative assessments as part of the learning process. These formative assessments are important as they give you a chance to obtain feedback on your performance before your summative assessments.

At the end of the module an overall module mark is awarded based on the evidence of the summative assessments.
Please refer to the Assessment Regulations.

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

Overall grades – Foundation Degrees
In order to determine the overall grade for your foundation degree, the average of the grades you achieved in the second year will be considered and applied as follows:

Overall Grade	Percentage
Distinction	70% - 100%
Merit	60%-69%
Pass	40%-59%

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 on the VLE

5.4 Will I have to follow a word limit?

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 your responsibility to submit work which is within the specified limit and to include a word count on all written assessed course work. If you go beyond this limit assessors will disregard the part of assessed work which exceeds the specified limit by 10% or more.

For example if the word count for the piece of work is 2,000 words, once your tutor has read the first 2,200 words they will then stop reading and disregard the remaining words. If it is considered that you have falsified the word count on an item of your course work, you will be subject to Student Disciplinary action.

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

The reason for this is that it is part of the assessment to work to the word limit. This develops your analytical and evaluative skills as you have to be selective as to which information you include and leave out.

5.5 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. The Assessment Regulations can be found on the VLE

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

5.6 How and where do I hand in an assignment?

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

Work must be handed in according to the instructions given by the module tutor, which will be detailed in the module handbook. **In the majority of cases this will be via Turnitin.**

Only work that is ready by the agreed deadline can hope to qualify for a good grade.
For each summative assignment a deadline for submission/presentation of the work will be set. Completing the work within this time period and meeting the deadline is part of the assignment.

Work must be handed in according to the instructions given by the module tutor, which will be detailed in the module handbook. In the majority of cases this will be via Turnitin.

Only work that is ready by the agreed deadline can hope to qualify for a good grade.

PLEASE NOTE : Computer failure will not be accepted as a reason for late submission.

Students must submit assignments in the following format.

- Assignment feedback sheet
- Assignment task sheet
- Assignment
- Bibliography
- Turnitin report

5.7 Can I submit a draft?

The following guidelines have been drafted to promote consistency across the Higher Education provision within Leeds City College.

When can I submit a Draft?

The latest date for draft submissions to be submitted will be 2 weeks prior to the hand in date for the assessment. You must remember that it could take up to a week for the tutor to give you feedback so you may wish to submit your draft earlier than 2 weeks before the deadline so that you have more time to incorporate the feedback into your work.

How much can I submit?

The draft submission 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.

How many times can I submit a draft?

You are allowed to submit one draft submission per assessment component.

What form can the draft take?

Draft submissions can consist of:

- Assessment plans – so that the tutor can give comments regarding whether you are on the right lines.
- Extracts – for comments on style.
- Referencing – for the tutor to check that your referencing style is correct.
- Reference materials to see if your reading is wide enough for the assessment.
- Data tables.

The above are examples of what could be submitted and is not meant to be an exhaustive list. Drafts can be submitted electronically or in hard copy.

5.8 What do I do if I can't meet a deadline for an assignment?

It is the responsibility of all students to attend examinations and to submit work for assessment by the set date.

Extensions to submission date

There may be times when, for reasons outside your control, you have not performed as well as you could in your assessment. Or there may be circumstances that prevent you from submitting a summative assessment on time or attending an examination.

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

- A ***Short Extension*** normally for 5 working days (not available for a reassessment attempt);
- ***Suspension of study*** for a period of up to 2 years;
- Alternatively, if your problems are exceptional and outside your control, you can apply for ***Mitigating Circumstances.***

If you realise that you are not going to meet the agreed deadline date because of illness or other exceptional circumstance, you must request an extension using the appropriate form. It is important to note that an extension will only be granted when it is clear that exceptional circumstances are preventing you from completing your work on time. Please make sure that you follow the guidance provided on the form and attach appropriate evidence. Please see the Student Guide to Extensions and Mitigation for full details

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.

NB Extensions are an exception rather than the norm.

Please note that short extensions are only available for first submissions.

Fit to Sit/Submit
The College's Extenuating Circumstances and Mitigation regulations are based on the Fit to Sit/Submit principle. This means that when you take an assessment you are declaring yourself fit to take the assessment.
If you feel that you are not fit to take the assessment then you may wish to apply for an extension or submit a claim for your extenuating circumstances to be considered by the Mitigation panel.
In the event that you do not take an assessment and have not submitted a claim for extenuating circumstances, then your assessment will normally be recorded as a non-submission.

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

Extensions are requested from your tutor and will be documented. Forms for long extensions are also requested from your tutor in addition to being available on the VLE. Completed extension requests should be submitted to Chris Workman or Annie Carr.

Late submission

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

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

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

5.9 What if I have extenuating circumstances and require a longer extension?

What follows is a brief summary of the Extenuating Circumstances Regulations. A student guide is available on the VLE

You are strongly recommended to read these Regulations. They provide a detailed explanation of Extenuating Circumstances and the procedures expected to be followed when you feel that your performance in a summative assessment has been affected.

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

The University recognises that there may be times when your circumstances are such that you cannot complete assessments to the best of your ability, are unable to attend an examination, or are unable to meet an assessment deadline due to adverse circumstances beyond your control. In such circumstances the Extenuating Circumstances Regulations enable you to request that your situation is taken into consideration. You are expected to have taken reasonable steps to ensure that you could not have prevented the circumstances from taking place. It is your responsibility to notify your Programme Manager of any Extenuating Circumstances, which you feel will affect your performance in any summative assessment.

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 reassessment opportunities offered by the relevant Examination Board. However, Short-Extensions will not normally be allowed for reassessment 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.

Long extension/mitigation forms are available from your tutor and on the VLE. Completed forms should be submitted to Chris Workman or Annie Carr and will then reviewed by the Mitigation Board which is scheduled once in each semester. You will be notified of the outcome by letter.

5.10 Re-sit

If you have submitted an in-course assessment by the defined hand-in deadline and are deemed by the Module Leader not to have passed the assessment, or if you have failed to submit anything (non-submission), following the assessment board you may be permitted to re-sit the module assessment. If this is the case the resulting mark achieved for the final piece of work will be capped at the pass mark (40%). Only one re-sit opportunity is possible for any assessment component.

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

Key points

- Always submit something for every assessment.
- You must attempt all assessments at the first opportunity.
- You must do each assessment (essay, project, report, portfolio, exam etc.) for every module. You should do this even if you don't think you can fully complete them.
- You do not have an automatic right to resit or to repeat a year of study.
- The maximum mark that can be awarded for reassessed components is 40%.

See the Assessment Regulations for full details. These are available on our website.

5.11 Re-study

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

- you will normally be required to withdraw from the Programme and register as a part time student until such time as you have satisfied the requirements for progression;

AND

- you will be required to pay part-time tuition fees and any credit will not be awarded until they have been paid.

6 Academic and student regulations

6.1 Where can I find the University's academic regulations?

Your progression from level 4 to level 5 and achievement at level 5, your graduation and classification, are all subject to satisfying the University's assessment and progression regulations. These regulations are available on our website.

If you have any difficulty accessing or understanding the information, please discuss this with your Programme Manager.

6.2 What is Academic Misconduct?

What follows is only 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.
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

Academic misconduct is defined by the College as any activity or attempted activity which gives an unfair advantage to one or more students over their peers and is treated very seriously.
To ensure that students are treated fairly and equitably, academic misconduct is divided into the following ~~three~~ two types:
Academic Negligence: This is regarded as the least serious offence and covers first time minor offences. It includes plagiarism that is small in scale, not related to the work of other students, and which is considered to have resulted from ignorance or carelessness.
Academic Malpractice: This covers extensive paraphrasing of material with no acknowledgement of the source, systematic failure to reference, cheating, collusion and subsequent cases of Academic Negligence.
If suspected of academic misconduct, you will be required to attend either an informal or formal meeting and if subsequently found guilty, you will receive a penalty, the most serious of which can be exclusion from the College. The processes and penalties are described in The Student Guide to Academic Misconduct. If you are found guilty of academic misconduct after the end of your course, any award that you have received may be withdrawn. This can be done after you have graduated.

The following tips may help you to avoid academic misconduct:

Do

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

Don't

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

6.3 Are there any regulations relating to use of social media?

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

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

Leeds City College is committed to the responsible use of social media. The College may routinely monitor social media and it reserves the right to instruct relevant parties to remove unauthorised sites. Any information posted on social media sites must comply with the Data Protection Act.

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

6.4 Are there any regulations relating to research?

All work related and research projects will have to be agreed by your tutor to make sure that your plans conform to the College's Research Ethics Guidelines. These can be found on the VLE.

7 Quality Control

The course is not subject to an external examination regime. All student work is continually assessed by the lecturers and is subject to internal and external moderation.

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

The Awarding Body is The Open University. In order to be able to offer this qualification, the College has to gain approval from the university, meeting strict criteria on things like staffing, resources and quality systems. The Open University monitors the quality of the awards through a range of measures. The College is also subject to inspections undertaken by the QAA (Quality Assurance Agency) in order to ensure that prescribed quality standards are being maintained.

Finally all of your tutors will have been observed in action by the College's Learning Observation Team. All Leeds City College tutors have to be observed annually.

7.1 End of Year Procedures

Once you have completed all of your assessments and these have been marked, moderated and seen by the External Examiner, your tutor will compile your mark profile. These profiles will then be submitted to the Examination Board.

The Examination Board looks at the mark profiles of each student and will make a decision as to whether you can progress onto the next level or whether you have passed the course.

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 proceed into the second year or 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, you 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 (not 10 days after receiving your results).

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.

A results list will also be published on your course notice board within 15 working days of the Board sitting. This is the official publicising of the results and the appeal time runs from this date. The result list will use student numbers rather than student names so other students will not know your results.

N.B. It is your responsibility to ensure that your Head of Department/Programme Manager has your correct address. The College will not be responsible for results which are sent to old addresses if you have not updated your contact details. If you do not receive your results within the agreed time it is your responsibility to contact the Higher Education Registrar Co-ordinator on (0113 235 4566) to obtain a replacement letter.

7.2 Programme specification

A programme specification is a concise description of your course's aims and objectives and how you will be taught and assessed to achieve the required learning outcomes. It includes information on admissions, course structure and the maintenance of academic standards. This can be found on our website.

7.3 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 main external examiner for your course is currently being confirmed. 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.

8 Have your say

8.1 Student course representatives

Our College is committed to ensuring that the views of students are heard and responded to. This is partly achieved through course-level student course representatives, which are recruited across all courses.

Each course will elect a representative whose responsibility it will be to represent the course group at Course Committee meetings.

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

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

7th November 2019 (level 4) or 11th November 2019 (levels 3 and 5) and 9th March (levels 3 and 5) 2020 or 12th March (level 4) 2020 – **exact dates to be confirmed**

Course Representatives will also be invited to a Student Pathway meeting in May. This provides an opportunity for all Higher Education Student Representatives to meet together to discuss issues and share good practice.

Our College and the Students' Union work together to raise awareness of student academic representation and to provide training and development for elected representatives. The Students' Union can be contacted on 0113 2162215 or can be found in the Student Union Area.

8.2 Module evaluation

We value your feedback. Our College undertakes module evaluations to give you the opportunity to tell us what you think about module delivery, assessments and the learning resources available to you. We are interested in hearing about areas that have exceeded your expectations as well as those that have not met your needs or requirements. There is also a free text comments section where you can submit additional remarks and suggestions.

Module evaluations are confidential and completed anonymously. This feedback is used at both course and faculty level so that the student experience can be continuously improved. By undertaking module evaluations you can help us to refresh and revise our module delivery to enhance the learning experience and continue to improve upon our academic provision.

8.3 Your feedback

There are many ways that you can tell us about your experience here at our College. The Students' Union runs regular meetings where you can come along, meet students from other courses, and discuss your concerns with members of staff from across all faculties and services.

The faculty will also organise a Course Committee meeting to cover your course and level twice yearly, where you can give feedback on your experience of the course to a range of academic staff. Any issues noted at these groups will be fed into the formal monitoring and review process.

If you are entering into your final year you may also be invited to participate in the National Student Survey. This is a survey for all final year students in all universities in England and the results are made public to help prospective students make choices about where and what to study. Again these results are used by staff on your course to make improvements and to share good practice. Your feedback matters – so take these opportunities to get involved.

8.4 What happens with my feedback?

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 Moodle page.

Students asked for more copies of course texts in the library – books have been bought in several subject areas.

8.5 How would I make a complaint?

We always hope that your experience of the college and your course will be a positive one, however at times things do go wrong. If you have cause for complaint we would encourage you to talk to your Programme Manager in the first instance, however if you wish to make a formal complaint you will find information on the VLE – Complaints Process

9 Where to get help

9.1 Student Support

We are here to make sure that your time with us is as trouble free as possible. If you have a question or want information or need help over and above that which your tutors are able to provide then contact the Higher Education Development Office (HEDO). If we cannot help you immediately, we will let you know who can help you, and in many cases, book an appointment for you if required.

The College provides a good support system but can only help if you use it. If you do have problems contact either your tutor or a member of HEDO staff.

9.2 The Virtual Learning Environment (VLE)

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

9.3 Students' Union advice

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

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

9.4 Safety, health and well-being

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

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.

Disabled students

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.

First Aid

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

- The location and contact number of the nearest First Aiders(s)
- The location of the nearest First Aid box
- The College emergency telephone number 3333 (Park Lane campus – for other campus' please check
- Other emergency contact numbers

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

Accident and incident reporting

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

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

Policy statement

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

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

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

FD Biomedical & Pharmaceutical Sciences Level 3

College Week	*Commences Monday*	*Note*	*Prog. Week*
7	9-Sep-19	**HE Enrolment Week**	
8	16-Sep-19	**Induction Week – Start of Semester 1**	1
9	23-Sep-19		2
10	30-Sep-19		3
11	7-Oct-19		4
12	14-Oct-19		5
13	21-Oct-19		6
14	28-Oct-19	**Reading Week**	
15	4-Nov-19	**Fundamentals of Chemistry T1** (laboratory report)	7
16	11-Nov-19		8
17	18-Nov-19	**Fundamentals of Biology T1** (laboratory practical assessment)	9
18	25-Nov-19		10
19	2-Dec-19		11
20	9-Dec-19		12
21	16-Dec-19		13
22	23-Dec-19	**Bank Holidays – 25 and 26 December 2019** **Christmas Holidays (College Closed 27 December 2019)** **(full time students off)**	
23	30-Dec-19	**Christmas Holidays (College Closed 30-31 December 2019)** **Bank Holiday – 1 January 2020 (New Year's Day)** **2 January- staff return** **(full time students off all week)**	
24	6-Jan-20	**Students Return**	14
25	13-Jan-20	**Fundamentals of Biology T2** (open book assignment) **Fundamentals of Chemistry T2** (open book assignment)	15
26	20-Jan-20	**Start of Semester 2**	16
27	27-Jan-20	**Foundation Mathematics T1** (problem-based coursework)	17
28	3-Feb-20		18
29	10-Feb-20	**14th February – Deadline for Mitigation Claims** **Academic Skills T1** (Reflective blog)	19

30	17-Feb-20	**Reading Week**	
31	24-Feb-20		20
32	2-Mar-20	**Exam Boards**	21
33	9-Mar-20		22
34	16-Mar-20	**Further Chemistry T1** (data analysis report)	23
35	23-Mar-20		24
36	30-Mar-20	**Further Biology T2** (laboratory practical assessment)	25
37	6-Apr-20	**Easter Holidays** **Bank Holiday (Good Friday) – 10 April 2020**	
38	13-Apr-20	**Easter Holidays** **Bank Holiday (Easter Monday) – 13 April 2020**	
39	20-Apr-20		26
40	27-Apr-20	**Academic Skills T2** (presentation)	27
41	4-May-20	**Bank Holiday – College Closed 4 May 2020**	28
42	11-May-20	**Foundation Mathematics T2** (data analysis report)	29
43	18-May-20	**End of Academic Year** **Further Biology T2** (exam) **Further Chemistry T2** (problem-based coursework)	30
44	25-May-20	**Bank Holiday – College Closed 25 May 2020** **Reading Week**	

College Week	*Commences Monday*	*Note*	*Prog. Week*
7	9-Sep-19	**HE Enrolment Week**	
8	16-Sep-19	**Induction Week – Start of Semester 1**	1
9	23-Sep-19		2
10	30-Sep-19		3
11	7-Oct-19		4
12	14-Oct-19		5
13	21-Oct-19		6
14	28-Oct-19	**Reading Week**	
15	4-Nov-19	**IBMS T1** (poster presentation)	7
16	11-Nov-19	**Physiology & Pathology T1** (lab report) **PIOC T1** (lab report)	8
17	18-Nov-19		9
18	25-Nov-19		10
19	2-Dec-19	**PPD T1** (Reflective Blog)	11
20	9-Dec-19		12
21	16-Dec-19		13
22	23-Dec-19	**Bank Holidays – 25 and 26 December 2019** **Christmas Holidays (College Closed 27 December 2019)** **(full time students off)**	
23	30-Dec-19	**Christmas Holidays (College Closed 30-31 December 2019)** **Bank Holiday – 1 January 2020 (New Year's Day)** **2 January- staff return** **(full time students off all week)**	
24	6-Jan-20	**Students Return PPD T2** (e-portfolio) **IBMS T2** (lab report)	14
25	13-Jan-20	**Physiology & Pathology T2** (Online assignment) **PIOC T2** (Online assignment)	15
26	20-Jan-20	**Start of Semester 2**	16
27	27-Jan-20		17
28	3-Feb-20		18
29	10-Feb-20	**14th February – Deadline for Mitigation Claims** **Mathematics T1** (Written assignment)	19
30	17-Feb-20	**Reading Week**	
31	24-Feb-20		20
32	2-Mar-20	**Exam Boards**	21

		Integrated Practical Skills T1 (Oral presentation)	
33	9-Mar-20		22
34	16-Mar-20	**Biochemical Processes T1** (lab report) **Organic Chemistry T1** (lab report)	23
35	23-Mar-20		24
36	30-Mar-20		25
37	6-Apr-20	**Easter Holidays** **Bank Holiday (Good Friday) – 10 April 2020**	
38	13-Apr-20	**Easter Holidays** **Bank Holiday (Easter Monday) – 13 April 2020**	
39	20-Apr-20		26
40	27-Apr-20	**Mathematics T2** (Coursework project)	27
41	4-May-20	**Bank Holiday – College Closed 4 May 2020**	28
42	11-May-20	**Integrated Practical Skills T2** (skills assessment)	29
43	18-May-20	**End of Academic Year** **Biochemical Processes T2** (exam) **Organic Chemistry T2** (exam)	30
44	25-May-20	**Bank Holiday – College Closed 25 May 2020** **Reading Week**	

Please note the following provisional dates for GCSE Maths and English (taken from AQA website)
19 May 2020 (am) Maths 1
2 June 2020 (am) English Language 1
4 June 2020 (am) Maths 2
5 June 2020 (am) English Language 2
8 June (am) Maths 3

NOTES:

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

Appendix 2 Learning Outcome Grids

Level 3

	Outcome Key													
Module Titles	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	T1	T2	T3	T4
Fundamentals of Biology	**A**	**A**		**A**		**A**		**A**	**A**					**A**
Further Biology			**A**	**A**	**A**					**A**	**A**	**A**		
Fundamentals of Chemistry		**A**		**A**		**A**	**A**			**A**		**A**		
Further Chemistry			**A**	**A**	**A**		**A**	**A**					**A**	
Foundation Mathematics		**A**			**A**		**A**	**A**					**A**	
Academic Skills	**A**					**A**			**A**		**A**		**A**	**A**

Level 4

	Outcome Key													
Module Titles	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	T1	T2	T3	T4
Personal & Professional Development				**A**			**A**		**A**		**A**		**A**	**A**
Mathematics	**A**	**A**			**A**			**A**				**A**	**A**	
Integrated Biomolecular Science				**A**		**A**	**A**		**A**					**A**
Integrated Practical Skills		**A**	**A**		**A**			**A**		**A**		**A**		
Biochemical Processes (option)			**A**	**A**	**A**	**A**				**A**				
Physiology and Pathology (option)	**A**	**A**	**A**			**A**		**A**			**A**	**A**		
Physical, Inorganic and Organic Chemistry (option)	**A**			**A**	**A**	**A**			**A**	**A**	**A**			
Organic Chemistry (option)	**A**		**A**				**A**	**A**		**A**			**A**	

Level 5

	Outcome Key													
Module Titles	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	T1	T2	T3	T4
Work Related Learning	**A**						**A**				**A**	**A**	**A**	**A**
Scientific Investigation		**A**	**A**	**A**	**A**	**A**					**A**			**A**
Pharmacology and Therapeutics		**A**		**A**			**A**		**A**	**A**				
Immunology (option)				**A**				**A**				**A**	**A**	
Biomaterials and Solid State Chemistry (option)	**A**			**A**		**A**		**A**				**A**	**A**	
Genetics (option)			**A**			**A**	**A**	**A**		**A**		**A**		
Medicinal Chemistry (option)	**A**			**A**		**A**	**A**	**A**					**A**	
Microbiology and Biotechnology	**A**	**A**	**A**		**A**			**A**	**A**	**A**				

Appendix 3 Assessment Grids

Level 3

	Methods							
Module Titles	Laboratory Report	Reflective Online Journal (blog)	Exam	Open Book Time-limited Assessment	Laboratory Practical	Presentation	Problem-based coursework	Data Analysis Report
Fundamentals of Biology				40% (90 minutes) wk 15	60% (2 hour lab time + 750 word report) wk 9			
Further Biology			40% (90 minutes) wk 30		60% (2 hour lab time + 750 word report) wk 25			
Fundamentals of Chemistry	60% (1000 words) wk 7			40% (90 minutes) wk 15				
Further Chemistry							50% (1000 words) wk 30	50% (1000 words) wk 23
Foundation Mathematics							50% (1000 words) wk 17	50% (1000 words) wk 29
Academic Skills		50% (1000 words) wk 19				50% (15 minutes) wk 27		

Level 4

	Methods										
Module Titles	Lab Report	Assessed log book (record of skills)	Production of artefact	Reflective Online Journal (blog)	Exam	Online Time-limited Assessment	Written Time-limited Assessment	E-Portfolio	Oral Presen-tation	Academic Poster Presen-tation	Coursework Project
Personal & Professional Development				50% (1500 words) wk 11				50% (1500 words) wk 14			
Integrated Biomolecular Science	50% (1500 words) wk 14									50% (15 minutes) wk 7	
Physiology and Pathology	50% (1500 words) wk 8					50% (90 minutes) wk 15					
Physical, Inorganic and Organic Chemistry	50% (1500 words) wk 8					50% (90 minutes) wk 15					
Integrated Practical Skills		50% (1500 words) wk 29							50% (15 mins) wk 21		
Mathematics							50% (90 minutes) wk 19				50% (1500 words) wk 27
Biochemical Processes	50% (1500 words) wk 23				50% (90 mins) wk 30						
Organic Chemistry			50% (1 chemical compound) wk 23		50% (90 mins) wk 30						

Level 5

Module Titles	Methods								
	Lab report	Exam	Open book exam	Essay	Case study	Presentation	Coursework Project Report	Investigation design	Investigation report
Pharmacology and Therapeutics		60% (2 hours) wk 15		40% (1600 words) wk 9					
Microbiology and Biotechnology	40% (1600 words) wk 7		60% (2 hours) wk 15						
Work Related Learning						50% (15 minutes) wk 6	50% (2000 words) wk 14		
Scientific Investigation								40% (1600 words) wk 5	60% (2400 words) wk 29
Immunology (option)		60% (2 hours) wk 30		40% (1600 words) wk 23					
Medicinal Chemistry (option)		60% (2 hours) wk 30					40% (1600 words) wk 25		
Genetics (option)		60% (2 hours) wk 30			40% (1600 words) wk 25				
Biomaterials and Solid State Chemistry (option)		60% (2 hours) wk 30			40% (1600 words) wk 23				

Appendix 4 Assessment Timetable

Year 0 Level 3

Module	Assessment I	Assessment II
Fundamentals of Biology	Week 9	Week 15
Further Biology	Week 25	Week 30
Fundamentals of Chemistry	Week 7	Week 15
Further Chemistry	Week 23	Week 30
Foundation Mathematics	Week 17	Week 29
Academic Skills	Week 19	Week 27

Year 1 Level 4

Module	Assessment I	Assessment II
Personal & Professional Development	Week 11	Week 14
Integrated Biomolecular Science	Week 7	Week 14
Physiology and Pathology (option)	Week 8	Week 15
Physical, Inorganic and Organic Chemistry (option)	Week 8	Week 15
Integrated Practical Skills	Week 21	Week 29
Mathematics	Week 19	Week 27
Biochemical Processes (option)	Week 23	Week 30
Organic chemistry (option)	Week 23	Week 30

Year 2 Level 5

Module	Assessment I	Assessment II
Pharmacology and Therapeutics	Week 9	Week 15
Microbiology and Biotechnology	Week 7	Week 15
Work Related Learning	Week 6	Week 14
Scientific Investigation	Week 5	Week 29
Immunology (option)	Week 23	Week 30
Medicinal Chemistry (option)	Week 25	Week 30
Genetics (option)	Week 25	Week 30
Biomaterials and Solid-State Chemistry (option)	Week 23	Week 30