



leeds metropolitan university

FACULTY OF BUSINESS & LAW

Course Handbook for

MA International Communication

2011/12

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1 General course information

1.1 Award title

MA International Communication

1.2 Programme code

MAITC

1.3 Faculty

Faculty of Business and Law

1.4 Scheme

Faculty of Business and Law Postgraduate Scheme

2 Welcome to the course

2.1 Welcome from the Dean



It is my great pleasure to welcome you to our Leeds Business School and Leeds Law School, together comprising the Faculty of Business and Law. I am delighted that you have chosen to study with us and hope that you will enjoy your experience and take advantage of the range of opportunities that are available.

We are an international faculty with a strong business and professional focus. Our business, academic and professional experience, our links with industry, our global perspectives and our extensive range of professional accreditation provides support for you to develop your skills, knowledge and ambition for professional career development and success.

From our roots in the city of Leeds since the early 1900s, our work today has gained international influence, with graduates contributing to global business success in every continent.

With many student successes each year in competitions, business start ups and employment, our alumni are business leaders nationally and globally.

We host a programme of external lectures and events to support your personal and professional development and for you to grow your professional network which I hope you will enjoy.

I look forward to welcoming you to our faculty, meeting you at one of our forthcoming events and wish you success in your studies.

Barbara Colledge

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Dean, Faculty of Business and Law

2.2 Letter from the Course Leader

Welcome to Leeds Metropolitan University and the Faculty of Business and Law. In particular, welcome to the MA International Communication.

This handbook provides you with information about your Course, your faculty, your responsibilities as a student, in addition to information about assessment and other regulatory issues. For a more detailed introduction to Leeds Metropolitan and information about all the facilities and services our University offers, see either the *Student Handbook* or the [Helpzone website](#).

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.

Gyorgy Szondi
Course Leader
MA International Communication.

2.3 About the faculty

The Faculty of Business and Law is a leading provider of business and law education, celebrating 85 years of business education in 2011 and 70 years of legal education in 2012.

We are a large and diverse Faculty located in the centre of Leeds and at the heart of its business and law communities.

The vision of the Faculty, shared by over 300 full time and part time academic and support staff within the Faculty, is to be acknowledged for our commitment to student success, our innovation and enterprise, our global reach and strong local impact.

We want to make a difference by delivering excellence in professional business and law education and inspiring individual student achievement and organisational success.

We believe in access to education and learning and their positive ability to transform people's lives and society. We have

a commitment to opportunity, inclusiveness, raising aspirations and achievement.

Our Business, Accountancy and Law courses are all taught at the University's Civic Quarter in the centre of Leeds and you will be joining over 5,500 other students enrolled this year across the Faculty.

Leeds is a thriving metropolis and we attract students from across the world. Our student experience offers exposure to worldwide perspectives. Approximately 1,500 of our students are from overseas, making the experience truly valuable, cross-cultural and international and we have students not only in the UK but across the globe supported by partnerships with universities in Africa, India, Turkey, China and a range of European countries.

Students here benefit from a tradition of high quality course provision with a dedicated focus on the enterprise skills and employability of our graduates.

We have extensive and deep connections with regional business and the professions. Greater Leeds has become one of the leading financial and legal centres in the UK outside London, and the Faculty's programmes reflect this dynamism. As one of our students you will benefit from close collaboration between the Faculty and professional bodies such as the Chartered Institutes of Management, Marketing and of Personnel Development, the Law Society, the Association of Chartered and Certified Accountants and the Institute of Directors amongst others.

Our website changes frequently and you can find out more on a daily basis about what is going on from www.leedsmet.ac.uk/fbl.

2.4 About the scheme

2.4.1 Rationale

The rationale for the Faculty wide postgraduate scheme is as follows:

1. Builds on the experience of the existing postgraduate scheme to provide a framework for postgraduate provision.

It is Faculty policy that, as existing awards are reviewed, they will normally become part of this scheme, as will any further postgraduate awards developed in the future. The framework is designed to enhance opportunities for student choice, flexible delivery and the timely development of new programmes whilst ensuring cost-effectiveness of postgraduate provision.

2. Reflects external and internal developments;

In the spirit of 'kaizen' (continuous improvement) there is a need to review and refresh the postgraduate scheme. This ensures that it continues to reflect external and internal developments that are significant to postgraduate provision per se and business education, broadly defined, in particular. These developments include:

- The QAA Code of Practice and specifically. "The framework for higher education qualifications in England, Wales and Northern Ireland. (January 2001)"
- The QAA 'Subject Benchmarks for Master's Degrees in Business and Management' (2007)
- The University's review and revision of its own regulatory framework.

3. Aids compatibility in relation to external and internal standards and the student learning experience;

Through the provision of a standard framework for the design and delivery of postgraduate awards, the scheme is perceived as a significant aid in ensuing compatibility of standards and the student learning experience. This is an issue of particular importance in the context of the Faculty's overall growth strategy for postgraduate provision.

4. Contributes to a coherent approach to portfolio planning.

The design framework of the Scheme and the portfolio review role of the Scheme Executive Team (see 7.5.1) contributes to a coherent approach to the planning of the faculty's postgraduate provision. This is of some significance if the Faculty is to achieve its strategic goals in such areas as Widening Participation, Internationalisation and an overall increase in postgraduate student numbers at the same time as ensuring

the cost-effectiveness of provision and the efficient deployment of resources.

5. Facilitates student choice;

The framework continues to maintain 'commonality' in terms of structure, most notably module size in order to enhance student choice.

7. Supports the cost effective and timely design of new provision;

The revised postgraduate scheme's design framework and agreed parameters enables new course provision to be developed in an effective and timely fashion.

8. Promotes the cost effective delivery and management of Postgraduate provision;

The Scheme seeks to promote increased cost effectiveness of delivery through the promotion of module sharing and the adoption of common specifications for Research Methods, Personal Development Planning and Dissertations. Additionally, course management of the provision is simplified through the adoption of common procedures and regulations in areas such as admissions and assessment.

2.4.2 Philosophy

The Scheme's focus continues to be on the development of critical, capable and reflective individuals to enable them to make an enhanced contribution to their organisations, professions and communities.

Such a focus is consistent with the University's mission and commitment to the concept of 'applied learning' and reflects the Faculty's adoption of the concept of '**progressive problem solving**' as a unifying curriculum theme.

Progressive problem solving at Postgraduate level implies the application of a systematic range of knowledge and skills to realistically complex business problems. Such problems will typically be presented to students in progressively more uncertain and open-ended scenarios, so fostering the development of greater abilities in synthesis and evaluation of solutions. Progression thus occurs within the level.

This progressive ability to address ever more complex and uncertain problems requires not only the ability to convert theory into practice from a critical and informed perspective but also the development of a range of transferable intellectual and study skills inherent in lifelong learning.

This concept was adopted by the Faculty nearly twenty years ago but is still relevant today. The rationale for its continued adoption is threefold.

- It helps characterise the educational nature of the Faculty's provision.
- It facilitates coherence within the curriculum.
- It provides an enabling mechanism between the educational mission of the University and the aims and objectives of specific courses and module learning outcomes.

In its continued commitment to 'progressive problem solving' the Faculty seeks to promote a learning environment in which:

- Due attention is given to personal as well as intellectual development, as reflected in the introduction of a generic, formally-assessed Personal Development Planning module;
- An emphasis is placed on the application and effective use of business and professional related knowledge and skills, as well as their acquisition: and allied to this;
- Greater independence in learning and the development of lifelong learning skills are fostered.

As a consequence the implication for curriculum design and learning strategies are:

- Students acquire and develop an appropriate range of both intellectual and personal skills, as they progress in their studies.
- Students are given opportunities to develop their skills through increasing practice in problem solving; progression being reflected in the complexity of the concepts and techniques to be mastered and the problems to be solved.
- Students are given increasing responsibility for their own learning to equip them to manage their own learning in later

life, the model of progression being a shift from dependence to independence and interdependence in learning.

2.4.3 Aims

The purpose of the Scheme is to provide a facilitative framework within which courses:

1. Provide a coherent, flexible and supportive learning environment to enable students from diverse backgrounds to develop their potential.
2. Build on prior learning and/or experience to change the emphasis in learning or to engage in further study in order to enhance career opportunities as well as personal and professional development.
3. Provide an advanced and challenging curriculum relevant to the needs of students and the wider business world and global community.
4. Develop the academic, intellectual and personal capabilities consistent with the demands of postgraduate study.
5. Foster the continuous development of transferable personal, intellectual and subject/professional skills as part of lifelong learning.
6. Where appropriate, provide for the achievement of professional body accreditation and recognition.

2.4.4 Objectives

On successful completion of their programmes of study with the Scheme, students will be able to;

1. Demonstrate a critical, ethical and reflective approach to their professional/subject/work domain.
2. Critically evaluate, synthesise and apply advanced and contemporary theories and techniques to a range of complex and open-ended issues, problems and situations.
3. Apply with a degree of creativity and sophistication, intellectual, transferable and subject/professional skills to a range of complex and open-ended business problems and situations.

4. Evaluate and apply with due regard to ethical considerations, research methodologies relevant to their area of study.
5. Make informed judgements in the absence of complete data.
6. Learn interdependently and independently and accept responsibility for subsequent career and continuing professional development.

Additionally,

7. For those seeking a Masters target award, demonstrate originality in the application of theory and techniques, drawn from earlier studies, through the production of a significant piece of high level independent work.

2.5 Facilities available

The physical learning environment of the University has in recent years benefited from substantial and ongoing investment, including the creation of the Rose Bowl building at the city campus. As the home of the Faculty of Business and Law, the Rose Bowl provides enviable teaching facilities including state of the art lecture and tutorial rooms well supported by contemporary technology including WiFi, SmartBoards and in room audio support.

Leeds Law School is currently based in Cloth Hall Court in the centre of Leeds and is part of the University's City Campus. It has a mock court room, a large lecture theatre (capacity 180), seminar rooms, academic and administrative staff offices.

In addition to the primary teaching facilities, the provision of breakout and social learning spaces, some with IT facilities provided, gives students flexible space to work independently or in groups. This is complemented by the laptop loans facility provisioned from the library, and well equipped computer labs.

The virtual learning environment (VLE), X-Stream, provided by the University is now well developed and tutors consistently provide materials and other learning opportunities through this media as an alternative or complementary learning experience, providing support and flexibility.

2.6 Skills you will gain during the course

Mapping of Skills and Modules		Research Capability	Critical Thinking	Problem Solving	Creativity	Knowledge Management	Critical Self Awareness	Manage Change/Adaptability	Organisation and Planning	Career Awareness	Commitment to Lifelong Learning	Written Communication	Oral/Visual Communication Skills	Active Listening	CIT Skills	Numeracy Skills
<u>Modules</u>																
Core modules																
Corporate Communication in an Intercultural Context	Global Business Environment	x	x	x	x	x	x	x	x	x		x	x	x	x	
		x	x	x	x	x			x			x	x	x	x	

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Communication and Management	X	X	X	X	X	X	X	X			X	X	X	X	X
Planning															
Dissertation	X	X	X		X			X			X			X	
Research Methods															
Personal Development	X	X	X	X	X	X		X	X		X	X	X	X	X
Planning	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Specialisations (Leeds Met)															
Communications Audit	X	X	X	X	X	X	X	X	X		X	X	X	X	X
Corporate and Specialist															
PR	X	X	X	X	X		X		X		X	X	X		
PR and New Media	X	X	X	X	X			X			X	X			X

Note: Although some skills are developed throughout all of the modules, the skills map illustrates where skills development will be particularly focussed

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

2.7 Opportunities for graduates

Graduates of the course will be interculturally competent communication professionals who are able to work in a global setting. They will be equipped with the skills to anticipate change and to create, offer and manage sustainable and innovative solutions to problems from the professional field at a senior managerial or consultancy level. Graduates of the course could work for an international PR consultancy, a multinational company and global organisations either in the private or the public sector, including several institutions of the European Union.

3 About your course

3.1 Introduction to the course

The MA International Communication is a joint project of five universities across Europe, all specialising in communications and public relations in international professional contexts. These universities are the Hanze University Groningen, IULM Milano, Budapest Business School, New Bulgarian University, Vilnius University and Leeds Metropolitan University.

In 2008, these universities submitted a proposal under the Lifelong Learning Programme of the European Union for the development of a "European Master of Professional Communication". In August 2008, the European Union officially selected the proposal for funding.

The rationale behind the need for developing such a programme is the overall consensus that effective cross-cultural communication is of growing importance as a critical factor of success in public and private sectors in Europe.

To investigate the need for graduates of the envisioned master programme in international communication in Europe, a large market survey¹ was carried out in the professional field. The results of the research confirm the need for senior international communication practitioners and it provides the basis for the MA International Communication programme.

The full course is delivered over three semesters. Students will study at one of the partner universities in semester one. Semester two will be spent in another of the five partner universities where students take the respective specialisations offered by that university. During semester three students will return to their host university and will write their dissertation under supervision of two universities.

Graduates of the programme are intended to be interculturally competent communication professionals able to work in a global context. They anticipate change and are able to create, offer and manage sustainable and innovative solutions to problems from the professional field at a senior managerial or consultancy level.

The Public Relations and Communications Subject Group at Leeds Metropolitan University (PRCSG) currently delivers two masters courses (MA Public Relations (full-time) and MSc Corporate Communications (part-time) and has experience in delivery of a joint course from the former Master in European Public Relations (MARPE) which was run together with Dublin

¹ Abdulla, G. & H. Haan, A. Versteeg, *Is there a market for a Master of International Communication?*, Groningen, September 2008.

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Institute of Technology (DIT) for 3 years (2005-2008) and prior to that with Egon, Ghent for 3 years (1998-2001). In addition, the PRCSG has over 10 years' experience in the delivery of short courses mainly targeted to professionals from the public relations field. A third of the full-time lecturers at PRCSG are from abroad which further enhances the competency of delivering an internationally focused degree course.

However, this new course has distinctly different, but complementary features to the existing and former provisions.

- International context - delivery at two European universities

The five universities of the consortium from all across Europe, which all specialise in communication and public relations in international professional contexts, offer students the full benefit of their collective expertise and international networks. This provides students not only with an intercultural study experience but a broad range of specialisations to choose from (see below).

- Competency-based learning

The concept of competency-based learning is at the heart of the curriculum. This enables students to become reflective practitioners with the transferable competencies needed for their employability and committed to their on going personal development.

The overall competency based learning approach ensures a consistent study experience whilst students take their modules at various universities.

The content and learning experience of the course generates direct value for the students as they can apply the knowledge and skills directly in their professional practice.

- Broad range of specialisations

With five universities each offering a specific set of specialisations in semester two, students will have the opportunity to compose their individual curriculum according to their interests and needs based on a broad range of choices.

- Placement opportunity

The course allows students the freedom to take a 12 week optional industrial placement in semester three which could also contribute towards their dissertation project.

The course development team considered various sources of data into the field of corporate communications and public relations including a specific, European market needs analysis, which was carried out in 2008 among professional network organisations as well as international students based in The Netherlands.

The main conclusions of the research were:

- 80% of the respondents considered this new course a valuable addition to existing courses.
- A market potential of minimum of 200 students and a customer potential of 100.
- The basic reason for attending this programme is employability
- The vast majority of respondents (80%) prefer a global to a European scope.
- 70% of the respondents preferred the name Master of International Communication

The complete research report is available on request.

In addition, results from the *European Communication Monitor*, an annual survey on future trends in communication management and public relations with a participation of more than 1850 professionals from 34 countries, predicts a sharp rise in the importance of change management and international communication².

The discussions in and with the professional and academic field and the outcome of the market research resulted in the focus on the following areas:

- competency-based learning as didactical principle to build strong links with the professional field
- focus on the strategic position of an international communication practitioner
- focus on the international context and intercultural sensitivity as benchmark for professional values
- focus on diversity of communication roles: management to trainer
- focus on corporate social responsibility
- European understanding of the profession

² The European Communication Monitor is run by the European Public Relations Education and Research Association (Euprera), the European Association of Communication Directors (EACD) and Communication Director Magazine, supported by Cision. Two Consortium partners are involved in the actual research.

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- focus on applied research as chosen research approach for solving problems of the field
- The legacy of Geert Hofstede (the five partner universities form a consortium, named after Hofstede)

The MA International Communication contributes to one of LeedsMet's major goals, namely the growth of postgraduate study in line with the University's mission.

It is in line, too, with one of the main aims of LeedsMet as detailed in the LeedsMet Corporate Plan 2004-2008 to provide an international focus: "to develop students' international opportunities and global perspectives, ensuring that an international, multi-cultural ethos pervades the University." (Postgraduate Scheme 2007, p.8)

The concept of competency-based learning is at the heart of the curriculum. The consortium has defined this educational philosophy as follows: **Competency = Conscious and deliberate application of the combination of knowledge, skills and attitudes within a given professional context.**

In line with the philosophy of LeedsMet's Postgraduate Scheme the overarching purpose of the AWARD is to provide a learning context in which students become 'reflective practitioners with the transferable competencies needed for their employability and committed to their on going personal development' (AWARD Core Documents, p.2). This is consistent with LeedsMet's mission and commitment to the concept of 'applied learning' and reflects the Faculty's adoption of the concept of 'progressive problem solving' as a unifying curriculum theme.

The course offers development opportunities to those who already work in the field of corporate communications and may be expected to get into senior positions of communications management in international organisations. This relates to the idea of an immediate "pay-off" for the students which means that the knowledge and skills acquired in the course can directly be applied in their professional practice and hence create direct value.

The route adopts in full aims of the Postgraduate Scheme. In addition, the route shares a number of specific aims:

- To provide a framework for aspiring communication managers and leaders to meet their career needs and enhance their career opportunities in the field of:
strategic corporate communications in order to enable them to provide effective strategic direction of the communications of **organisations operating in an international environment.**
- To provide students with knowledge and understanding of the integrative and holistic nature of corporate communications through integration between the various specialist areas.
- To provide students with the knowledge and understanding of various cultural environments which enables them to manage the communications of international organisations as well as organisations which operate in various cultural environments.
- To facilitate the development of increased confidence through personal insight and self-knowledge based on an understanding and appreciation of individual leadership and other behavioural aspects of success.
- To provide an opportunity for students to carry out a major independent piece of work in the form of a dissertation ('graduate assignment') which might be workplace related and to develop the research and consultancy skills and competencies associated with the successful outcomes of the activity.

The route adopts in full the Postgraduate Scheme objectives. In addition the route shares the following objectives as learning outcomes.

By the end of the course students should be able to:

1) Display an international and intercultural orientation by integrating these dimensions into their professional work
2) Identify and develop solutions to complex open-ended communication problems
3) Critically evaluate and manage the implementation of communication policies and plans in response to complex problems
4) Communicate at a high level within a range of professional roles with the stakeholders of a variety of organisations

3.2

Where possible the teaching, learning and assessment strategy will build on students' experiential knowledge. Students will be encouraged to use their own organisations and countries (where applicable) as 'case studies' for discussion in class as well as in their assignments and dissertation.

The core course syllabus is designed around basic and recurring competencies, skills and practice in the communications of international organisations and consultancies (e.g. communication planning) to provide the breadth of knowledge required for a communications practitioner in international organisations.

These core modules are complemented by specialisations which enable the student to gain in-depth knowledge and skills in specific areas of communication.

Due consideration is given in curriculum and module design to experiential learning through projects provided by international organisations or consultancies as part of non-assessed module exercises.

Where possible the assessment will be client-related and reflective practice in keeping with current practice in most areas of professional development.

Different institutions have different marking/grading systems. To enable comparisons to be made, the award will refer to the European Credit Transfer and Accumulation System (ECTS).

The following table compares the marking systems of IULM and Leeds Met in relation to ECTS:

ECTS	A	B	C	D	E
IULM Grade System	30L	30	29-28	27-25	24-18
UK Grade System	100-70	69-64	63-56	55-50	49-40

The Leeds Met taxonomies of achievement descriptors will be used in relation to the percentage gradings to enable judgements to be made on the quality of work, especially

where there is a decision to be made on the borders of pass, merit and distinction postgraduate bands.

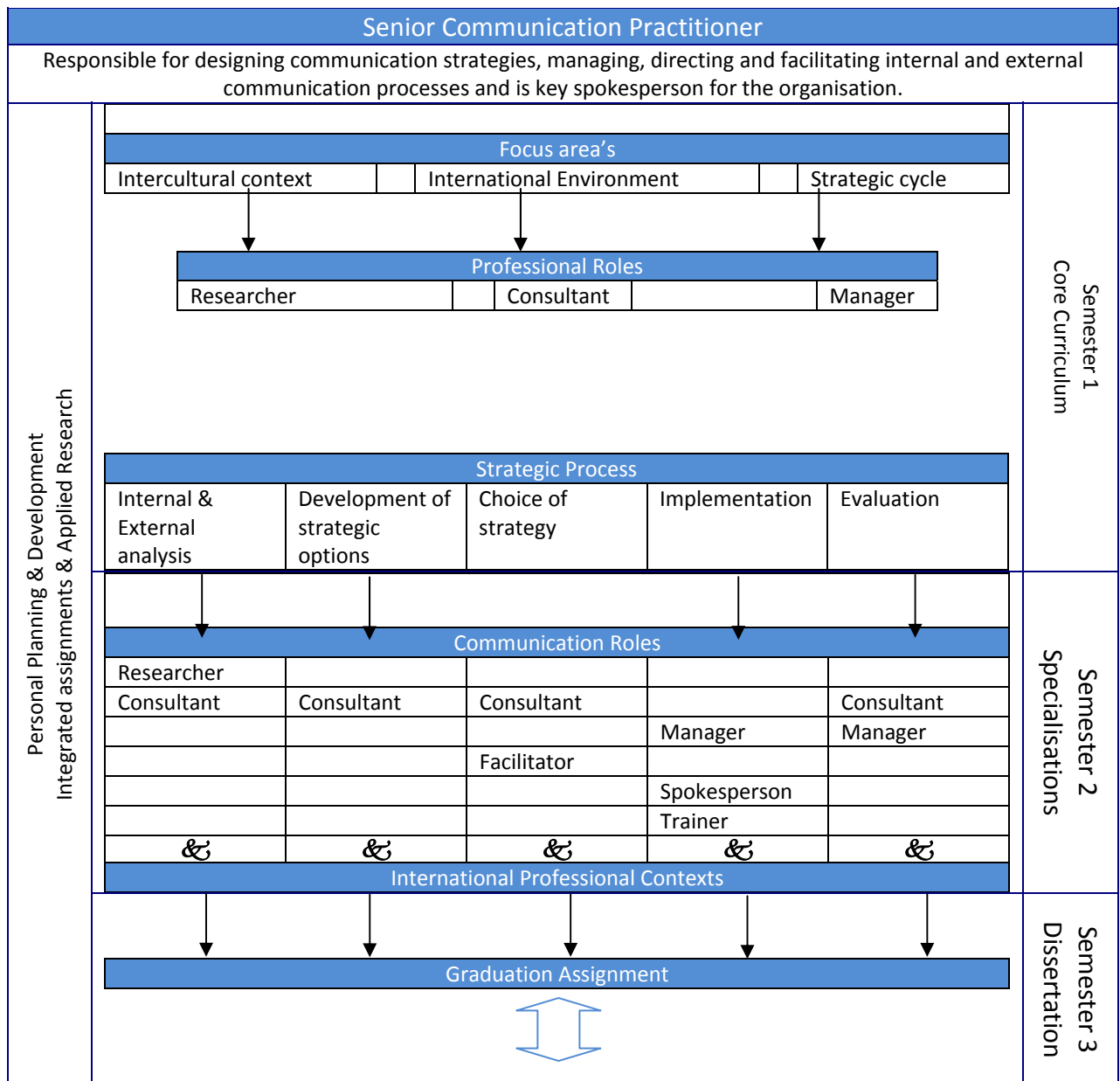
In line with both Route and Scheme objectives, attention will be paid to the development of appropriate transferable skills. Skills development will be integrated within the various modules, as appropriate. In addition, the Personal Development Planning element will seek to develop non-module-specific transferable skills and employability.

The focus will be not just on knowledge and intellectual development but also on personal development. The concept of the 'Reflective Practitioner' (Schön, 1983) will be introduced through induction. This philosophy will influence the approach adopted throughout the programme. The 'Reflective Practitioner' approach aims to develop in students those 'reflection-in-action' (thinking what they are doing while they are doing it) capacities that skilful practitioners bring to situations of uncertainty.

Personal Development Planning (PDP) will be introduced during Induction (see details under section 2 Route Structure and Delivery). The aim of the PDP is to develop, through reflective practice, postgraduate students' personal, academic and professional skills to enable them to achieve their potential at University and as lifelong learners. It provides an opportunity to focus on the skills needed to manage their personal and professional development in the areas outlined in Indicative Content. Examples of specific skills developed include:

- Self-directed learning
- Reflective practitioner (assessed)
- Locating and selection information
- Study skills: note-taking, critical reading and review, summarising
- Academic communication: listening, speaking, writing, presenting
- Time-management skills
- Decision-making skills
- Interpersonal skills and competencies
- Building networks

The figure below summarises the conceptual framework of the course:



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3.3 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.

Our University's programme specifications database is available at: <https://pams.leedsmet.ac.uk/main/index.htm>.

3.4 External examiner's report

External examiners are an essential element of a University's framework for quality assurance and enhancement. The role of the external examiner is to assure the quality of your learning experience and ensure that you are assessed fairly in relation not just to other students on the same course and to students and in other higher education institutions nationally.

The external examiner's report for your course can be downloaded at:
<http://www.leedsmet.ac.uk/externalexaminerreports/>.

3.5 Course structure

The following table shows the course structure devised to deliver the aim and objectives outlined above. The full 180 credit course is delivered over three semesters. Students will study at university 1 in semester one. (Each university offers exactly the same core modules in semester one.) Semester two will be spent in another of the five partner universities. During semester three students will return to university 1 and write their dissertation under the supervision of the two universities.

Programme overview			
80 credits	Semester 1 - Core modules and Research Methods	Personal Development Planning	University 1
60 credits	Semester 2 - Specialisations		University 2
40 credits	Semester 3 – Dissertation (Work Placement Optional)		University 1 & 2

Semester 1 – Core Modules (university one)	Credits
Corporate Communication in an	20

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Intercultural Context	
Global Business Environment	20
Communication Planning and Management	20
Research Methods	10
Personal Development Planning	10 (starts semester 1 and continues in semester 2)
Semester 2 – Specialisations – Overview (university two)	
Leeds Metropolitan University	
Communications Audit	20
PR and New Media	20
PR Skills	20
Semester 3 – Dissertation (university one and two)	
Dissertation	40
CURRICULUM TOTAL	180

3.6 Course management team

Address	Leeds Metropolitan University Faculty of Business and Law Rose Bowl 1 Portland Gate Leeds LS1 3HB
Telephone	0113 812 9199/9200
Dean, Faculty of Business and Law	Ms. Barbara Colledge
Associate Dean (Postgraduate and International Portfolio)	Rachel Banfield

Title	Name	Contact Details
Course Leader	Rudiger Theilmann	Rose Bowl 421 Tel: 0113 812 4807 Email: R.Theilmann@leedsmet.ac.uk
Head of School	TBC	TBC

Your Course Administrator is: Tina Wainwright, Postgraduate Admin Team
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Email: t.j.wainwright@leedsmet.ac.uk

3.7 Contacting academic staff

You will be allocated a personal tutor who is the first point of contact for academic matters. For all other matters relating to your course you should contact your faculty reception staff.

Only your University e-mail address will be used by academic and administrative staff for contacting you so you are advised to check your University e-mail account regularly. We will respond to course-related queries within 3 working days and general queries within 10 working days

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 via X-Stream.

The faculty 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.

Administration Team:

Your Administration Team is here to support you throughout your studies, as well as your Course Leader and the Helpzone.

The Postgraduate Administration Team can advise on any issues directly relating to your course, throughout your time at Leeds Met. Team members will be able to aid you with a range of issues, for example timetables, tutorial groups and changes in contact details or simply to talk to about any problems you might be experiencing.

The easiest way to contact the admin team directly is by emailing the following address - your email will be picked up by a team member and resolved as quickly as possible:

postgraduateadmin@leedsmet.ac.uk (Please include your name, student ID number and the full details of your query when emailing)

Alternatively, you can visit Reception (Rose Bowl, Level 1) where the staff will be able to tell you the next steps in resolving your query. In many cases, this will simply involve completing a query form with details of the issue you need to be resolved and we will contact you to confirm when the query has been resolved or when we expect it to be resolved.

The Reception Desk will be open from:

08:30 – 17:00 Monday to Thursday
08:30 – 16:00 on Fridays

Where you have a confidential issue that you need to discuss in person such as mitigation / extenuating circumstances, you will either be invited to make an appointment to see one of our administrators or you will be able to visit an interview room to discuss the issue privately.

Contact Details

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Email: postgraduateadmin@leedsmet.ac.uk

How to contact Tutors based in the Rose Bowl:

Please note that due to the differing ways in which staff work there may be some variation in approach taken in arranging consultations and as such students need to check on this for their respective tutors.

Staff will provide their e-mail, telephone contact and appointment booking details during induction or in the first teaching sessions of the semester. Telephone and e-mail details are available on the intranet under the phonebook at

<http://phonebook.leedsmet.ac.uk/main/index.htm>.

Additionally the faculty provides an X-Stream site 'Tutor Contact'. This holds telephone, e-mail and consultation time or appointment booking information for each member of staff or staff group as applicable.

Staff will organise to meet with students in the meeting or interview rooms, social learning or break-out spaces throughout the building.

There are internal telephones for use by students on Levels 1 and 2 of the Rose Bowl, there are PCs in the Helpzone and in the social learning spaces on Levels 2 and 3.

4 Welcome to our University

4.1 The Library

To help you study we provide a resource-packed library on each campus. Here you can access internet-based resources, audio-visual equipment and services such as media-editing facilities, computing facilities with standard and specialist software and adaptive hardware/software for students with dyslexia and other disabilities, different study environments with over 2,100 study places and over 350,000 books, journals and multimedia resources.

Opening times

The Library is open 24 hours a day, 7 days a week.

How to join

Your Campus card enables you to use The Library at both City Campus and Headingley Campus. You should bring it with you whenever you want to use any of The Library facilities.

Induction sessions and other welcome events are offered for new students, which we strongly recommend that you attend. These are organized as part of your faculty's or course's induction programme and you'll find the date and time on your induction timetable. If you do miss it you should contact your student administrator or your Academic Librarian within your campus library. Drop-in library tours are also available during the first few weeks of term.

Help and advice

Each course has a specific Academic Librarian who has detailed knowledge about your chosen subject. He or she will buy all the resources for your subject in the library and will teach you how to make the most of the information available to you during your course. You will meet your Academic Librarian at your induction. Further help is available at the Help and Information Point in each Library.

Part-time and distance-learning students

If you are one of the many students who doesn't come onto campus very often, [Library Online](#) can help you. It offers a wide range of electronic databases and journals that have been especially selected for your course.

If you are registered on a distance-learning course, there is a special service called [Offsite](#) that you can contact for help and

advice. [Offsite](#) is a tailored package of services to support you when you are seldom or never required to attend classes. Included in this package are postal loans and database searches. You're eligible for this service if your course requires attendance on campus three times a semester or fewer and if your course is of longer duration than one academic term. All registered research students who do not live in the Leeds area, and international students who return home during vacations, can also use this service.

Online resources

[Library Online](#) provides access to information and resources via the internet. You can find out about our facilities and access our extensive collection of electronic databases, e-journals and e-books at any time day or night, while at University, home or work.

X-stream, our portal and virtual learning environment, is the gateway to all the information you will need to support your studies during your time at University. Accessible from the Leeds Metropolitan homepage it provides access to your modules and timetables; your email account; your personal storage area on our University IT servers and a wide range of other information. In addition, it gives you access to all the off-campus services and resources provided by the Library, via the Library tab.

4.2 The student calendar

See also:

http://www.leedsmet.ac.uk/metoffice/gov/Academic_Calendars_11-12.pdf. Calendars for individual schemes or courses might differ from the one below.

	w/c Monday	u/g week	Mon Tues Wed Thurs Fri Sat Sun	Notes
1	29.08.11			Bank Holiday
2	05.09.11			
3	12.09.11		September Welcome Week	Student Welcome
4	19.09.11			Week (18.09.11 - 25.09.11)
5	26.09.11	1		
6	03.10.11	2		
7	10.10.11	3		
8	17.10.11	4	First	
9	24.10.11	5	Teaching Period	
10	31.10.11	6		
11	07.11.11	7		
12	14.11.11	8		
13	21.11.11	9		
14	28.11.11	10		
15	05.12.11	11		
16	12.12.11	12		
17	19.12.11			u/g Christmas Break
18	26.12.11			Christmas leave
19	02.01.12			Christmas leave
20	09.01.12	13		
21	16.01.12	14	Examinations	
22	23.01.12	15	Examinations/ Student Welcome Week	
23	30.01.12	16		
24	06.02.12	17		
25	13.02.12	18		
26	20.02.12	19		
27	27.02.12	20	Second	
28	05.03.12	21	Teaching Period	
29	12.03.12	22		
30	19.03.12	23		
31	26.03.12	24		
32	02.04.12			u/g Easter Break
33	09.04.12			Bank Holidays
34	16.04.12	25		
35	23.04.12	26		
36	30.04.12	27		
37	07.05.12	28	Examinations	May BH Monday
38	14.05.12	29	Examinations	
39	23.05.12	30	Examinations	
40	28.05.12			Spring Bank Holiday
41	04.06.12			Boards and
42	11.06.12			Committees
43	18.06.12			
44	25.06.12			
45	02.07.12			
46	09.07.12			
47	16.07.12			
48	23.07.12		Graduation Ceremonies	
49	30.07.12			
50	06.08.12			
51	13.08.12			
52	20.08.12		Teaching continues for 45 week programmes	

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<mailto:marketingadmin@leedsmet.ac.uk>

4.3 Skills for learning

The [Skills for Learning](#) website offers help with study skills. There are a number of free booklets covering areas such as, citing and referencing, essay-writing, information skills, research, skills for learning and time-management. The resources (which you may find especially useful if you are returning to study after a break) are designed to support your academic study and there are also a range of downloadable guides and podcasts on the website and printed publications which are available in the libraries or University shops.

In addition Skills for Learning provides a drop-in programme of workshops on academic communication, IT and maths skills as well as offering one-to-one tutorials on these topics. You can find more information and the timetables on the [website](#).

4.4 The Student handbook

We have also produced a *Student handbook*, which complements your course handbook. It addresses the broader context of University life and contains information on our University and its services.

4.5 Your contact details

Whenever you change your address and contact details, particularly your mobile phone number, you should inform your faculty immediately. This will ensure we can always contact you in an emergency. You can also do this yourself *via* the Update My Data section of the student portal.

5 Your responsibilities as a student

5.1 General responsibilities

It is your responsibility as a student to comply with the scheme, course and module requirements for attendance and for completion of assessments.

5.2 General and other student regulations

These are available at:

http://www.leedsmet.ac.uk/metoffice/gov/student_regulations.htm

5.3 International students

There are new requirements relating to immigration procedures in the UK with the introduction of the Points-Based System. The following leaflet provides information:

<http://www.leedsmet.ac.uk/internat/docs/Immigration.pdf>

If you are unable to attend University you must report this immediately. We are obliged to tell the UK Border Agency about 10 or more occasions of unauthorised absence, which could lead to your visa being withdrawn.

5.4 If you are absent from our University

If you are absent from University it is essential that you obtain documentary support for this, such as a doctor's letter, as it may be needed to claim mitigating circumstances.

Absence of more than one day

You must notify us if you are absent for more than one day.

Absence due to illness

If you are absent from University because of illness for more than seven consecutive days (including weekends), you must provide us with a medical certificate.

If you are absent through illness immediately prior to an examination or assignment deadline and wish to submit a case for extenuating circumstances to the board of examiners, 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.

You can hand in or send medical certificates to your Administration Team.

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 University until a medical practitioner's certificate of clearance has been submitted.

5.5 What to do if you are absent

In case of absence from the University, you should contact your Administration Team.

5.6 Withdrawing from your 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, University 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 your faculty office and be copied to the Registrar and Secretary's Office. You must also return your student card to the Registrar and Secretary's Office (see also [Regulation 13.6](#)).

5.7 What is expected of you (anything over and above the student academic regulatory statements)

You are expected to conduct yourself in an appropriate manner and exercise consideration to fellow students and staff. In addition you must take responsibility for ensuring that any scheme or course and/or University deadline is met.

FACULTY OF BUSINESS AND LAW CODE OF BEHAVIOUR FOR STUDENTS

The purpose of this Code is to set out ways to ensure that students in the Faculty benefit to the full from a positive and supportive learning environment.

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Email: postgraduateadmin@leedsmet.ac.uk

<mailto:marketingadmin@leedsmet.ac.uk>

Towards others...

1. Respect other people's values and beliefs: treat everyone with respect regardless of age, gender, ethnicity, religion, disability or sexual orientation.
2. Do not let your actions harm or offend others.
3. Be polite and considerate to fellow students/academic/support staff.
4. Do not use foul or offensive language in public/teaching areas.
5. Make space for other people around you, particularly in corridors and stairwells when moving around the building.

To enjoy your surroundings...

1. Keep conversation at a reasonable level in corridors and when outside teaching or staff rooms.
2. Keep University buildings clean, litter/smoke free and friendly places to be.
3. Take advantage of the communal facilities and activities and notify Student Support if they are being used for inappropriate activity.
4. Eat and drink in designated communal areas only and not in teaching rooms.
5. Observe the safety regulations in force to ensure that University buildings are safe places in which to work

In the classroom...

1. Do not disrupt other students' learning by treating teaching rooms and lectures theatres as extended recreational facilities.
2. Do not hold separate conversations whilst either a tutor or a fellow student is addressing the class.
3. Attend regularly and punctually, and if late, consider whether it is possible to enter the lecture theatre or seminar room without causing disruption/inconvenience to colleagues.
4. If you are going to leave the class earlier than it is scheduled to end inform the tutor at the beginning of the class.
5. Switch off mobile phones and any other communicating devices when you are in a class.
6. Take responsibility for your own learning.
7. Participate actively in your learning process.
8. Be tolerant of people with different abilities from yourself.
9. Do not blame others for your inadequacies.
10. Seek advice from academic staff when required.

Finally....

11. Abide by the University's Codes of Conduct for Students: unacceptable behaviour may lead to disciplinary action.

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<mailto:marketingadmin@leedsmet.ac.uk>

12. Abide by University regulations in the use of computers: do not install or use any personal software on University computers, unless it has been explicitly authorised.

6 Academic and student regulations

6.1 University academic regulations

Our University academic regulations can be found at:
http://www.leedsmet.ac.uk/prs/index_academic_regulations.htm.

You should familiarise yourself with the academic regulations. The following sections are of particular relevance to your course:

Assessment – general provisions (C1)
Achievement of credit (C2)
Student progression (C3)
Conferment of awards (C4)
Management of assessment (C5)
Conduct of assessment: coursework and other assessed work (C6)
Administration and conduct of examinations (C7)
Written examinations: regulations for candidates (C8)
Cheating, plagiarism and other forms of unfair practice (C9)
Disabled students and students with specific learning difficulties (C10)
Boards of examiners and examination committees (C12)
Disclosure of assessment results (C14)
Extenuating circumstances and mitigation (C15)
Appeal against a decision of a board of examiners or examination committee (C16)

The Students' Union Advice service (www.leedsmetsu.co.uk) is able to offer advice and guidance on how to understand and use the academic regulations. See also 10.2.

Where students are undertaking any form of research project, reference should be made to the *Policy, framework, principles and procedures for research ethics* which can be found at:
http://www.leedsmet.ac.uk/prs/Research_Ethics_Policy_August_2009.doc

6.2 Student regulations

Student regulations are available at:

http://www.leedsmet.ac.uk/metoffice/gov/student_regulations.htm

You should familiarise yourself with the student regulations. The following sections are of particular relevance to you as a student:

General regulations: Leeds Metropolitan University students
Fee policy 2010/11
Notification of academic and personal details for admission and registration purposes: consequences of failure to meet conditions
Student code of discipline
Misconduct and mental illness
Policy, regulations and procedures relating to professional suitability or professional misconduct - applicable to a specified range of courses
Violence at Leeds Metropolitan University: a policy statement
Dignity at work and study policy
Student complaints
Whistleblowing (Public interest disclosure) complaints
Data protection
Data protection policy
Use of personal information
Health & safety
Health and safety policy
Leeds Metropolitan University policy on smoking
Use of University information services
Policy and procedures on the appropriate student use of University electronic information and communications facilities and services
Regulations for the use of institutional IT, library and media facilities
Safeguarding young people and criminal records vetting
Safeguarding policy
Criminal Records Bureau in-course vetting and admissions of students
Freedom of speech
Code of practice on freedom of speech
Policy and procedures relating to student representation
Equality and diversity policies
Policy, framework, principles and procedures for research

6.3 University assessment regulations

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Email: postgraduateadmin@leedsmet.ac.uk

<mailto:marketingadmin@leedsmet.ac.uk>

Our University's assessment regulations are contained within the academic regulations. These are available at:
http://www.leedsmet.ac.uk/prs/index_academic_regulations.htm.

6.4 Where to go for help

You should contact your faculty reception on 0113 812 9199/9200 in the first instance. They will be able to provide you with forms for extenuating circumstances, assignment hand-in forms, etc.

7 Assessment

7.1 Your responsibilities

It is your responsibility as a student to comply with the scheme or course and module requirements for attendance and completion of assessments.

7.2 How and where to hand in an assignment

An important part of your assessment whilst studying will be in the form of assignments which need to be handed in for grading. Your tutor will confirm the method of submission – which could be on-line via the X-Stream System, or a physical hand-in of a disk or hard copy assignment.

A room will be designated as a hand-in area for students to submit their work in a timely way. This service is promoted nearer the time of submission. Outside office hours a post box system is utilised in the Rose Bowl and in Cloth Hall Court.

You should obtain a front sheet for your assignment (either from reception or adjacent to the post boxes), complete it and attach it to the assignment before submitting. Details of where to submit assignments will be provided through the student portal nearer the date.

When you submit an assignment it is important that you ensure the following information is on the assignment front sheet:

- your name
- course
- year and semester of the course you are studying
- name of the tutor for whom the assignment has been done
- name of the module for which the work has been done

IMPORTANT – if you are granted an extension for your assignment, you must attach a copy of the signed Mitigating Circumstances Form to it when submitting

IMPORTANT – Students should obtain a receipt for the hand-in of coursework assignments and keep these receipts in case of any query

If you have to post an assignment to the University it must be:

- sent to the appropriate site office – i.e. Rose Bowl or Cloth Hall Court
- addressed to the relevant Administration Team
- sent recorded delivery and the receipt kept

Your responsibilities:

Keep a record of your work

Ensure your work is handed in within the published deadlines

IMPORTANT ADVICE: KEEP COPIES OF ALL ASSIGNMENTS

Each piece of assessed work will receive a mark and some feedback. The marking conventions used in the University are outlined in 7.3 Taxonomy of Achievement. The method and form of feedback for each module will depend on the assessment method. Once the module leaders complete marking and moderation, 'most' assessments (depending on format) will be returned to the Administration Team.

7.3 Taxonomy of Achievement

The University uses the following indicative taxonomies of achievement.

Excellent Outcome: 70% +

Most of the relevant information/skills accurately deployed.
Excellent grasp of theoretical/conceptual/practical elements.
Good integration of theory/practice/information in pursuit of the assessed work's objectives.

Above Average Outcome: 60-69%

Most of the relevant information/skills accurately deployed.
Good grasp of theoretical/conceptual/practical elements.
Good integration of theory/practice/information in pursuit of the assessed work's objectives.

Average Outcome: 50-59%

Much of the relevant information/skills mostly accurately deployed.
Adequate grasp of the theoretical/conceptual/practical elements.
Fair integration of theory/practice/information in pursuit of the assessed work's objectives.

Satisfactory Outcome: 40-49%

No major omissions or inaccuracies in the deployment of information/skills.
Some grasp of theoretical/conceptual/practical elements.
Integration of theory/practice/information present intermittently in pursuit of the assessed work's objectives.

Unsatisfactory Outcome: 30-39%

Knowledge and understanding at limited level; may be errors both in terms of factual knowledge and understanding; expression of ideas not always clear, and argument/discussion weakly structured.

Unsatisfactory Outcome: 15-29%

Knowledge and understanding at limited level shown by significant errors and/or omissions both in terms of factual knowledge and understanding, with tendency to description rather than analysis; may include inability to express ideas clearly, lack of coherence in terms of structure, inclusion of irrelevant material.

Unsatisfactory Outcome: below 15%

Overall lack of relevant information, descriptive not analytical; may also be repetitive, lack organisation, demonstrate inadequate use of language and inability to construct sentences.

7.4 What to do when handing in an assignment late

Extensions to submission date

Students can obtain Extenuating Circumstances Forms from Reception in the Rose Bowl (Level 1) and Leeds Law School Reception in Cloth Hall Court.

Late submission

If you submit work after the submission date without approval, your work will be subject to the penalties listed in section 7.4 below.

7.5 What will happen if I hand in my work late?

The following has been taken from the academic regulations, section C1.5.7:

Students who fail to submit assessments by the prescribed date without good cause shall be penalised as given below. *Any work not submitted within these limits may not be submitted at that opportunity.*

"Days" include weekdays and include vacations, but exclude weekends, bank holidays, customary days and other days when our University or designated collaborative institution is closed.

Full-time Students

1 day late: 5% of the possible total mark will be deducted from the mark achieved by the student.

2 to 9 days late: 5% of the possible total mark will be deducted from the mark achieved by the student for every day on which the work remains un-submitted.

10 days late or more: a mark of zero will be recorded.

Part-time Students

1 to 2 days late: 5% of the possible total mark will be deducted from the mark achieved by the student.

3 to 10 days late: 5% of the possible total mark will be deducted from the mark achieved by the student for each *two* days on which the work remains un-submitted (i.e. 5% for days 3-4; 5-6; 7-8; 9-10).

11 days late or more: a mark of zero will be recorded.

Cases of persistent late submission shall be brought to the attention of the Board of Examiners or Examination Committee.

7.6 Assessment schedule

Coursework

Where a module is wholly or partly assessed by coursework, the submission date will be clearly stated on the assessment brief when it is circulated to students.

Examination

The examination schedule will be published on the student portal. Please keep checking for updates.

7.7 How do 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) are available on the Results Online system at:

<http://resultsonline.leedsmet.ac.uk>.

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

7.8 Plagiarism

Plagiarism, in short, means taking another person's work and incorporating it into your own work without proper acknowledgement.

We have produced a booklet called *The Little Book of Plagiarism*, available at:

http://www.leedsmet.ac.uk/prs/Little_Book_of_Plagiarism.pdf

This booklet explains what plagiarism is, but more importantly explains how to avoid it. It is strongly recommended that you read and familiarize yourself with the contents of this booklet.

7.9 Extenuating circumstances and mitigation

Mitigation Process Flowchart

You should follow the process below if you would like to request an extension to a piece of coursework, are unable to attend an exam/presentation, or if you are experiencing difficulties which may affect your performance in your assessment(s).

1. Obtain an 'Extenuating Circumstances Form' from your Admin Team

2. Complete all sections on the top half of the form, ensuring you list all modules and components of assessment which you feel have been affected by your circumstances. If you need help filling out the form, please see your Administration Team

3. Describe your circumstances as fully as possible so that we can ensure any decision made on your application is suitable to your circumstances

4. Attach any evidence you have which will help to explain your circumstances and demonstrate why you need an extension or why your performance has been affected.
Without evidence it is unlikely your form will be accepted and we will not be able to grant your mitigation

5. Take your completed Extenuating Circumstances Form back to your Admin Team who will process and take appropriate action with your form

6a. In a few cases only your Admin Team can grant you an extension. If this is the case with your form it will be signed off there and then a copy given back to you for your records

6b. In some cases your Admin Team will need to refer your form to your Course Leader for them to discuss your circumstances with you before a decision can be made on your application. You must make an appointment to see your Course Leader and take your form with you. Your Course Leader will record their decision on your form, **you should then take your form to the Admin Team** who will retain the form and evidence and give you a copy for your records. It is your responsibility to ensure you return the forms to the Admin Team. **If you fail to do so, we will not know to apply an extension to your work.**

6c. In some cases your form may need to be considered by a Mitigation Panel before a decision can be made. Your Admin Team will retain your form and you will be written to with the outcome of panel decision

7. Ensure you keep your copy of the form, in case you are asked to produce it at a later date. For example if you have been given an extension in a piece of coursework you **will need** to show your form when you hand your work in to prove you were given an extension

REMEMBER

Time management is a requirement of the University Regulations. Please be aware that assignment 'clashes' – eg. Handing 2 or more assignments in on the same date does NOT constitute grounds for mitigating circumstances.

If any property is stolen – a crime reference number, the name of the PC who has dealt with your case and the name of the police station is required to support mitigation.

If you suffer from any form of illness which affects your studies, a medical note from your Doctors (on letter headed paper) is required as evidence to support your mitigating circumstances.

In the event of bereavement, one of the following will be required to support your mitigating circumstances:

- a copy of the death certificate
- a letter from the Hospital or a member of the clergy
- the order of service from the funeral

MITIGATING CIRCUMSTANCES - EXPLANATION

Hopefully you won't need to know this, but please spend a couple of minutes updating yourself with the process for mitigating circumstances (Mit Circs) just in case you do.

What are “mitigating circumstances”?

This is when something outside of your control stops you from completing your assignment or sitting an exam (or impacts on the quality of the work produced).

Examples of mitigating circumstances:

Bereavement

Illness

Other traumatic incident – e.g.
parental divorce, accident,
attendance at Court

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Examples of what does NOT constitute mitigating circumstances:

- Holidays
- Weddings
- Family Celebrations
- Printer/computer failure
- Disk Corrupted
- Work commitments
- Printer not working
- Stolen Disk or Laptop
- Couldn't get books from library

Evidence is needed to prove any form of mitigating circumstances:-

- Illness – Doctors note
- Theft – Crime number, PC & station name & phone number (evidence needs to be given of previous work)
- Bereavement – Copy of death certificate, copy of service leaflet

What to do if you think you have mitigating circumstances

- Seek guidance from your Administration Team
- Complete a Mitigation/Extension Request Form (available from Rose Bowl/Leeds Law School Reception) & submit to your Administration Team with the relevant evidence. They will complete the form and give you a copy back. This is your receipt and must be attached to any coursework you submit in relation to the Mitigating Circumstances.
- Please be assured that the reasons for mitigation are **confidential** between yourself, your Administration Team, Personal Tutor/Mitigation Panel and, if necessary, the Chairperson of the Exam Board. No other member of staff need know unless we are given authorisation to the contrary.
- **Timeliness is key** – if you know of something now which will affect your performance, put the mit circs form in now. If you are ill for an exam, ensure you see the doctor on or before the date of the exam – the following week may be too late. The longer a problem festers, the worse it usually becomes. Most valid mit circs have a solution if tackled early enough.
- If you experience 'ongoing' problems please keep your Administration Team informed.

What happens next?

Please refer to Sections 6A/6B/6C of the **Mitigation Process Flowchart**.

A guide to *Extenuating Circumstances and Mitigation* is available at:
<http://www.leedsmet.ac.uk/metoffice/rso/downloads/4MitBook.pdf>

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<mailto:marketingadmin@leedsmet.ac.uk>



leeds met students' union advice service

Advice on Academic Appeals

If you are unhappy with your results after your Board of Examiners have made their decision, or if you feel that your results have been affected by problems on the course, then you may be able to request an academic appeal.

The Leeds Met Student Union Advice Service can offer advice on academic appeals, including help in understanding the 'grounds for appeal' but do get in touch quickly – you only have 15 working days to appeal after your results are first released. You need to have very strong reasons for requesting an appeal late, so don't delay.

If you would like confidential advice, support or more information on the appeals process please contact us:

Email: su.studentadvice@leedsmet.ac.uk

Phone: 0113 812 8408

Web: www.leedsmetsu.co.uk

Drop In: You can drop in to see an adviser for an initial discussion about your query. For Drop In times check the website.

Leeds Met Student Union Advice Service, Civic Quarter
Campus, 1st Floor Student Union Building

7.10 Re-assessment

If you have not passed a module at the first attempt you may be eligible for re-assessment. You will be advised via Results Online of your options for re-assessment.

8 Representing your course

8.1 Student academic representatives (STARs)

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

The academic regulations require each course to conduct an annual review of performance, alongside enhancement and development meetings.

Faculties, with the oversight of the Governance and Legal Affairs team, are responsible for recruiting STARs in accordance with centrally devised targets. Courses with fewer than 50 students in a year group recruit 1 or 2 students to act as STARs. Year groups of over 50 students recruit between 2-4% of the cohort. A range of STARs co-ordinators across our University manage the recruitment process and liaise with the Registrar and Secretary's Office and the Students' Union regarding the fulfilment of these targets.

Our University 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 at stars@leedsmetsu.co.uk in relation to these matters.

Further information and handbooks are available at:
<http://www.leedsmet.ac.uk/stars>

8.2 Role of enhancement and development meetings

Monitoring and management of schemes and courses

Meetings

Each scheme or course will set up an enhancement and development meeting to ensure that the academic experience of students on the course is as good as it can be.

These meetings take place twice per academic year, one per semester.

There will also be two student focus groups to allow students to contribute to course monitoring, review and development.

Purpose

The enhancement and development meeting is representative of students and staff and uses a range of feedback and indicators to ensure that issues affecting students on the course are promptly dealt with alongside a broader discussion of academic matters

Membership

Membership is as set out in the academic regulations and will include students and staff.

Election of representatives

Student academic representatives will be invited to attend the enhancement and development meetings.

Reporting

Outcomes of the meeting will be reported to the Faculty Academic Board.

Consultation

STARS will be provided with the meeting dates in advance so that they can consult with their fellow students, in order to bring any issues to the meetings.

8.3 Specific scheme or course statement

The Role of Student Academic Representatives (STARS)

STARS are part of the formal and informal communications links between staff and students that exist to maintain the quality of the academic program and the learning environment at Leeds Met. This is a two way process, they are not only expected to represent the students to the staff, but also the staff view to the students. STARS are important to the Students' Union and the University because they play a vital role in the University's quality enhancement mechanisms by providing feedback on students' academic experience.

The STARS role may include:

- identifying student issues and needs
- voicing the views of students
- attending and participating in Student Forum/Monitoring and Review meetings
- raising student issues at Forum/Monitoring and Review meetings
- consulting, involving and reporting back to students
- liaising with other STARS and the Students' Union
- attending training and feedback sessions

- referring students to the appropriate service for advice / support
- providing a link between students and staff
- promoting an equality of opportunity
- preparing a report to be handed on to succeeding representative

Responsibilities of Faculty / Course STARS:

- to attend appropriate Course / Faculty meetings;
- to actively seek a representative view of students on their Course / Program of study;
- to represent the views of students on matters applicable to the course of study;
- to identify and promote an appropriate means by which students on their course /program of study may communicate with them on matters applicable to their course and studies;
- to use the appropriate established School channels of communication in order to receive and relay information between Student Forum/Monitoring and Review meetings and the relevant student body;
- to play an integral part in the decision making process by attending appropriate meetings and representing the views of students within their Course/Faculty;
- to respect confidentiality where required.

The Rights of Faculty / Course STARS:

- to appropriate support in the form of a nominated point of contact in the School, and also a nominated point of contact in the students' Union - the Vice-President Education & Campaigns;
- to receive a copy of LMUSU's STARS pack;
- to attend LMUSU's STARS Induction training and any subsequent skills training provided.
- to be a full and active member of the appropriate Student Forum/Monitoring and Review meetings
- to organise course meetings in order to canvass the views of students to have access to established School / Faculty channels of communication as appropriate;
- to articulate the views of students within their Course / Faculty;
- to promote equality of opportunity in the appropriate forums

8.4 Planned dates and times of meetings

Monitoring and Review Meeting:
November 2011

Student Focus Groups:
December 2011
April 2012

Enhancement and Development Meetings:
January 2012
May 2012

Precise details regarding dates, times and venues will be circulated to students in advance via noticeboards and the student portal. Student Reps will also be notified via emails to their Leeds Met Student Email accounts.

9 Have your say

9.1 Module evaluation

We value your feedback. Our University undertakes module evaluations to give you the opportunity to tell us what you think about module delivery, assessments, 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.

9.2 Your feedback

There are many ways that you can tell us about your experience here at our University. The Students' Union runs monthly 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 organize a focus group meeting to cover your course and level at least once per semester, 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.

The Students' Union also runs an Annual Student Survey, which is important for all students to complete. The results of the survey are fed back to you and are also presented to the senior management of our University to make sure that your views are heard and that positive improvements can continue to be made.

If you are entering into your final year you will 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.

9.3 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 STARS, the Students' Union, your tutors or through the Library. The faculty also provides updates on action taken through the "Like it" posters prominently displayed around our University.

10 Where to get help

10.1 Helpzones

The [Helpzones](#) are staffed information points. There is one in The Rose Bowl at City Campus and one at Headingley Campus. We are here to make sure that your time at Leeds Metropolitan is as trouble free as possible. If you have a question or want information and advice about life at Leeds Metropolitan, then the [Helpzones](#) are the place to ask. 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.

We have a suite of computers at each [Helpzone](#) that you can use to access the internet, whether to visit the [Helpzone](#) website – or just to check your emails. We also have a wide range of information about Leeds Metropolitan, including details about all the Services to Students that are here to help you, as well as other useful publicity about events and activities across our University.

The [Helpzones](#) are open Monday to Friday, so call in if you need any assistance. If you can't call in, you can always send an email to helpzone@leedsmet.ac.uk and we'll get back to you as soon as we can.

10.2 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 specialized in providing information and advice on all of regulations and policies and procedures, including academic appeals, student complaints, disciplinary hearings, cheating and plagiarism.

We also offer advice on generalist issues such as:

- Access to learning fund
- Benefits
- Council tax
- Debt
- Discrimination
- Employment rights
- Fuel and utilities
- Harassment

Housing
Legal problems
Loans and grants
Personal issues

If we can't help, we will find someone who can.

Tel: (0113) 812 8408

E-mail: su.studentadvice@leedsmet.ac.uk

Website: www.leedsmetsu.co.uk

10.3 Safety, health and well-being

Fire Safety Procedures

The following advice is taken from the Leeds Metropolitan University Fire Regulations and Procedures:

Fire prevention

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

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

Fire Information

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

They inform you of the appropriate action to take, the location of the nearest Fire Alarm Call Point, our University emergency telephone number 4444, 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 using the emergency number 4444 - 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 the 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 University 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 Aider(s)
The location of the nearest First Aid box
The University emergency telephone number 4444
Other emergency contact numbers

The names and telephone numbers of the nearest First Aiders can also be obtained from the Helpzone, Health Centres or from the Security Control Offices: City Campus, internal ext. 23154 or Headingley Campus, internal ext. 23165.

Accident and Incident and Reporting

All accidents and incidents and dangerous occurrences, must be reported to, and recorded by University staff. Accident report forms (HS1) are available at faculty reception offices. Security and Helpzones also have accident report forms available for you to report accidents and incidents.

Policy statement

At Leeds Metropolitan we are committed to providing a vibrant, ethical and sustainable working environment that values wellbeing and diversity. This commitment exists alongside our wider legal and moral obligations to provide a safe and healthy working environment for our staff, students and members of the public who may be affected by our activities.

In order to achieve this aim we undertake, so far as is reasonably practicable, to:

- implement health and safety arrangements that are considered best practice and that comply fully with relevant health and safety legislation as it applies to our activities;

- provide safe and healthy working conditions, ensuring work and study activities are planned, organised and carried out so as to minimise any risk;
- develop and implement strategies and plans for developing and sustaining our safety, health and wellbeing performance;
- ensure the safety, health and wellbeing of our staff and students are considered in all operational decisions thereby becoming an integral part of the way we manage our University;
- provide information, training, instruction and supervision to ensure an appropriate level of health and safety competence amongst our staff and students;
- consult and liaise with our trade union colleagues, working together in partnership to ensure effective communication, co-operation, and engagement on safety, health and wellbeing matters;
- provide a range of support measures, policies and interventions that help minimise accidents and ill-health, and facilitate healthy working relationships;
- provide expert assistance to support our managers and staff meet their safety, health and wellbeing responsibilities;
- provide suitable and sufficient resources to meet the objectives we have set out in this policy statement;
- regularly monitor, audit and review the effectiveness of this policy and amend accordingly.