

BIMM University

# Postgraduate Course Overviews

2023/24

## Contents

<b>MA Learning and Teaching in the Creative Industries - Course Specification .....</b>	<b>2</b>
Course Structure.....	3
Year Structure .....	4
Workload .....	4
Initial Teacher Education Pathway – Full Time.....	4
Initial Teacher Education Pathway – Part Time .....	5
Continuing Professional Development Route – Part Time.....	6
Studying .....	7
Professional Accreditation .....	8
Assessments .....	8
Learning and Teaching.....	9
<b>MA Popular Music Practice - Course Specification .....</b>	<b>11</b>
Course Structure.....	12
Year Structure .....	12
Workload .....	12
Full Time .....	13
Part Time.....	13
Negotiated Assessment .....	14
Final Award .....	14
Learning and Teaching.....	14
Teaching.....	14
Self-directed Study .....	14
Formative Assessment.....	14
<b>Additional Information – All BIMM University Postgraduate courses.....</b>	<b>15</b>
Timetables .....	15
Staff.....	15
Language.....	15
Costs .....	16
Tuition fees .....	16
Additional Costs.....	16
Accommodation and Living Costs.....	16
Disabled Access .....	16

## MA Learning and Teaching in the Creative Industries - Course Specification

<b>Full Title of the Course &amp; Award</b>	MA Learning and Teaching in the Creative Industries
<b>Mode of Attendance</b>	Full Time/Part Time
<b>Length of course</b>	1 year full time/ 2 years part time
<b>Start date</b>	September 2023
<b>Awarding Institution</b>	BIMM University
<b>Teaching Institution</b>	BIMM Institute Brighton; BIMM Institute Bristol
<b>UCAS Code</b>	n/a
<b>Language of Study</b>	English
<b>Final Award</b>	MA Learning and Teaching in the Creative Industries
<b>FHEQ Level</b>	Level 7
<b>Minimum Period of Registration</b>	1 year (Full Time) / 2 years (Part Time)
<b>Maximum Period of Registration</b>	2 years (Full Time / 3 Years (Part Time)
<b>Admissions Criteria</b>	A good degree (normally 2.2 or above) or significant professional experience in a relevant subject. All applicants will be subject to interview and a portfolio may also be requested for Recognition of Prior Learning (RPL).
<b>Date of Course Specification:</b>	August 2019

## Course Structure

### Initial Teacher Education (ITE) Pathway – Full Time

Year 1		
Module Name	Credits	Optionality
MLT711 Teaching, Learning & Assessment	30	Core
MLT712 Investigating Learning & Teaching	30	Core
MLT716 Curriculum and Instructional Design	30	Option
MLT717 Education, Ideology and Society	30	Option
MLT718 Coaching and Mentoring	30	Option
MLT713 Creative Educational Practice	30	Core
MLT714 Dissertation	60	Core

Students choose one of the three option modules available, for a total of 180 credits.

### Initial Teacher Education Pathway (ITE) – Part Time

Year 1		
Module Name	Credits	Optionality
MLT711 Teaching, Learning & Assessment	30	Core
MLT713 Creative Educational Practice	30	Core
MLT716 Curriculum and Instructional Design	30	Option
MLT717 Education, Ideology and Society	30	Option
MLT718 Coaching and Mentoring	30	Option
Year 2		
Module Name	Credits	Optionality
MLT712 Investigating Learning & Teaching	30	Core
MLT714 Dissertation	60	Core

Students choose one of the three option modules available, for a total of 180 credits.

### Continuing Professional Development Pathway – Part Time

Year 1		
Module Name	Credits	Optionality
MLT712 Investigating Learning & Teaching	30	Core
MLT713 Creative Educational Practice	30	Core
MLT716 Curriculum and Instructional Design	30	Option
MLT717 Education, Ideology and Society	30	Option
MLT718 Coaching and Mentoring	30	Option
Year 2		
Module Name	Credits	Optionality
MLT715 Leading Educational Change	30	Core
MLT714 Dissertation	60	Core

Students choose one of the three option modules available, for a total of 180 credits.

## Year Structure

BIMM University splits its years into three 15 Week Semesters:

Autumn Semester: September to January

Spring Semester: January to May

Summer Semester: May to September

## Workload

### Assessment and Contact Hours:

Total Assessments	7-9*
-------------------	------

\*Depending on optional module choice.

### Initial Teacher Education Pathway - Full Time

Module	Mode of assessment	Duration or word length	Submission
<b>Autumn Semester</b>			
MLT711 Teaching, Learning & Assessment	Critical Reflection on Microteach	1500 words	Week 11
	Coursework	4000 words	Week 13
MLT712 Investigating Learning & Teaching	Written proposal	5000 words	Week 13
<b>Spring Semester</b>			
MLT716 Curriculum and Instructional Design <i>(Option)</i>	Presentation and discussion	30 minute presentation and 30 minute discussion	Week 9
	Portfolio	4000 words and 20 minute video	Week 13
MLT717 Education, Ideology and Society <i>(Option)</i>	Essay	4500 words or 30 minute video	Week 13
MLT718 Coaching and Mentoring <i>(Option)</i>	Reflective portfolio	6000 words	Week 13
MLT714 Dissertation	Research Dissertation	15000 words	<i>in Summer semester</i>
<b>Summer Semester</b>			
MLT713 Creative Educational Practice	Learning Journal	3000 words or 30 minutes	Week 13
	Group assessment of team teaching	2000 words or 20 minutes	Week 13
MLT714 Dissertation	Research Dissertation	15000 words	Week 15

### Initial Teacher Education Pathway - Part Time

Module	Mode of assessment	Duration or word length	Submission
<b>Autumn Semester Year 1</b>			
MLT711 Teaching, Learning & Assessment	Critical Reflection on Microteach	1500 words	Week 11
	Coursework	4500 words	Week 13
<b>Spring Semester Year 1</b>			
MLT716 Curriculum and Instructional Design <i>(Option)</i>	Presentation and discussion	30-minute presentation and 30-minute discussion	Week 9
	Portfolio	4000 words and 20-minute video	Week 13
MLT717 Education, Ideology and Society <i>(Option)</i>	Essay	4500 words or 30-minute video	Week 13
MLT718 Coaching and Mentoring <i>(Option)</i>	Reflective portfolio	6000 words	Week 13
<b>Summer Semester Year 1</b>			
MLT713 Creative Educational Practice	Learning Journal	3000 words or 30 minutes	Week 13
	Group assessment of team teaching	2000 words or 20 minutes	Week 13
<b>Autumn Semester Year 2</b>			
MLT712 Investigating Learning & Teaching	Written proposal	5000 words	Week 13
<b>Spring Semester Year 2</b>			
MLT714 Dissertation	Research Dissertation	15000 words	<i>in Summer semester</i>
<b>Summer Semester Year 2</b>			
MLT714 Dissertation	Research Dissertation	15000 words	Week 15

### Continuing Professional Development Route - Part Time

Module	Mode of assessment	Duration or word length	Submission
<b>Autumn Semester Year 1</b>			
MLT712 Investigating Learning & Teaching	Written proposal	5000 words	Week 13
<b>Spring Semester Year 1</b>			
MLT716 Curriculum and Instructional Design <i>(Option)</i>	Presentation and discussion	30-minute presentation and	Week 9
	Portfolio	30-minute discussion	
MLT717 Education, Ideology and Society <i>(Option)</i>	Essay	4000 words and	
MLT718 Coaching and Mentoring <i>(Option)</i>	Reflective portfolio	20-minute video	Week 13
<b>Summer Semester Year 1</b>			
MLT713 Creative Educational Practice	Learning Journal	3000 words or 30 minutes	Week 13
	Group assessment of team teaching	2000 words or 20 minutes	Week 13
<b>Autumn Semester Year 2</b>			
MLT715 Leading Educational Change	Negotiated assessment	6000 words or equivalent	Week 13
<b>Spring Semester Year 2</b>			
MLT714 Dissertation	Research Dissertation	15000 words	<i>in Summer semester</i>
<b>Summer Semester Year 2</b>			
MLT714 Dissertation	Research Dissertation	15000 words	Week 15

<b>Total Contact Hours</b>	243 - 286 Hrs
<b>Total Self-Directed Study Hours</b>	1414 - 1557 Hrs
<b>Placement Hours</b>	min. 100 Hrs

\*All details above are provided for guidance only but are believed to be accurate at the time of writing. Some figures could be affected by national holidays and exam timetables. If any modules are added or removed from the course before you start you will be informed prior to enrolment. Modifications may be made in line with our [Course Approval and Modification Policy & Procedure](#). This may result in slight adjustments to contact hours and assessments. Optional modules may not run if the number of students who wish to take the course are too low, in this case you will be contacted and offered alternative modules.

## Studying

### Student Responsibilities

You are expected to attend all classes and submit work for assessment by published deadlines, as well as engaging in self-directed study (including both academic and personal development time) as detailed in your module guides. In addition, you are expected to engage in any online tasks and discussions on our Virtual Learning Environment (VLE), which represent key formative opportunities for you to develop your critical reading and writing skills, generate pieces of your graded assignments, and support the learning of peers on the MA cohort.

If you cannot attend a scheduled class or online webinar, you should inform the course tutor running the session. You are normally expected to catch up on missed work independently, and with your peer group, before seeking support in tutorials.

If members of the Course Delivery Team need to contact you, they will normally do so either by a group announcement on our VLE, or directly by email. It is important to note that any communication through the VLE or other online systems will be automatically sent to your student email address you were provided with at enrolment. Please ensure you check this regularly.

### Weekly seminars

Most modules incorporate regular weekly teaching, usually in the form of a 3 hour face-to-face seminar on weekday evenings. These sessions are active and require your involvement in processing and discussing course content. Session activities include discussion and debate, independent reflection, collaborative reflection, enquiry, problem-solving, teaching practice and more.

### Workshops

Most modules also incorporate some form of longer workshop experience, typically in the form of either one-day or two-day weekends. These, again, involve active learning, where you will workshop key ideas and learning vital for understanding the topics covered throughout the module. For example, the MLT711 module holds 'microteaching' workshops where you will plan, deliver, and discuss taught lessons with others on the course.

### Teaching requirements (\*ITE pathway only)

To develop as a teacher, you must have regular opportunities to practise. In addition to your modules, you have two course requirements that provide the opportunity for you to develop your teaching:

- **at least 100 hours of teaching practice**
- **a minimum of eight teaching observations during your course**

We will provide the opportunities for you to successfully engage with these aspects of professional teaching practice, detailed below.

### Teaching placement (\*ITE pathway only)

We will arrange an internal teaching placement within the BIMM University college you are studying at, which can provide all, or some, of the teaching hours required. We will discuss your



skills and interests at interview and place you on a suitable BIMM University module, where you will be mentored by the tutor and supported in building your teaching skillset.

You may also organise placements outside of BIMM University, and/or utilise existing professional teaching work, both of which may count towards your overall requirement for 100hrs of practise. You should check with your course leader to confirm that any placements are appropriate for the course.

To ensure you meet your 100hrs course requirement, full-time students should undertake a minimum of 6hrs weekly placement time, and part-time students a minimum of 3hrs weekly.

We typically advise for you to seek between 5-8hrs of weekly placement over the year.

### **Teaching observations (\*ITE pathway only)**

There are two kinds of teaching observation you will engage with to meet your course requirements. Firstly, as mentioned above we provide supportive 'microteaching' workshops, where you teach peers on the MA course in a safe and developmental environment. Secondly, you will be observed on your teaching placements by your mentor and/or MA tutors, with you leading parts of or whole sessions. Both are highly developmental and supportive. Many students identify the teaching observations as the best part of their MA study.

### **Professional Accreditation**

The MA provides eligibility for further professional accreditations, in the form of [QTLS \(Qualified Teacher Learning & Skills\)](#). QTLS gives qualified teacher status for post-16 education such as Further Education in England. Graduates completing a minimum of 100hrs teaching practice and 8 separate teaching observations may choose to undertake 'professional formation' with the Society for Education & Training (SET) after they finish the MA, which leads to QTLS status.

## Assessments

### **Written coursework**

Written course work is used in all BIMM University courses and can take several forms:

- Reflective essays – in these assessments you are required to reflect on your professional practice or development activities, evaluate the successes and challenges you faced, and identify areas for improvement.
- Research essays – in these assessments you will be expected to conduct research into the chosen topic. This could include secondary research (reading) or primary research (conducting original research such as focus groups/questionnaires etc.). You will then be required to write an essay based on this research, putting forward clear and concise arguments.
- Extended piece of original research, usually an active project to investigate and improve your own teaching using the tools of 'action research'. The aims and format of the project is normally agreed with your supervisor.
- Blog assessments – these assessments require you to submit regular written tasks normally to an online blog which are then combined to form the final assessment submission. These written tasks contain a mixture of reflective and research elements.
- Patchwork Text Assessments – these assessments are constructed from smaller written tasks given to the student throughout the year. The student then combines these smaller written tasks and submits them along with a final piece of writing that links the tasks together. These written tasks could be research or reflection based.

### **Practical coursework**

Practical coursework often asks you to demonstrate a practical skill. You work on the assessment piece in self-directed study time and hand in the final assessment for marking. Examples of this type of assessment include observed teaching or 1:1 coaching practice.

### **Multimedia coursework / portfolio assessment**

Most coursework or portfolio assessments allow you to submit a mixture of multimedia elements, either written and/or practical. An example of this type of assessment is the curriculum design portfolio, wherein you submit a variety of resources to evidence a course you have designed, including written design documents, multimedia examples of course materials, and a self-evaluation video.

### **Presentations**

In these assessments, you will be asked to make a planned presentation to an assessor or panel of assessors. Some presentation assignments ask you to reflect on your practice on the course while others are more academically focused and require you to engage in rigorous research.

## Learning and Teaching

### **Teaching**

Our strategy for learning and teaching on this MA is informed by particular conceptions of learning, curriculum and pedagogy. This MA seeks to encourage deep and transformative learning, helping you to acquire powerful knowledge and skills, process and apply them, and then reconceptualise that knowledge and use it to critically examine your teaching, your students, and yourself.

The course curriculum includes a broad range of knowledges, involving not just declarative knowledge-content (know what), or functioning skills-knowledge (know how), but also the development of dispositions such as our ethical duty of care as teachers, our patience and passion, our sensitivity and awareness to situations, and our kindness and compassion towards students.

The course focuses on small group teaching, with a typical class size of 15 students per single tutor.

BIMM encourages its staff to employ a wide range of learning and teaching techniques. As students on the course you will be taught by tutors who are experienced educators. For more detail on the learning and teaching methods BIMM employs please see BIMM University's [Higher Education Strategy](#).

### **Self-directed study**

As noted above, the MA Learning and Teaching in the Creative Industries requires a substantial amount of independent study. During this time, you are expected to be engaging in appropriate learning activities for your course, such as reading of academic and professional articles, independent research and reflecting on your teaching and ongoing learning.

### **Formative Assessment**

The MA has a number of mechanisms for formative assessment which allow you to gain feedback before the final coursework deadline:

- Many modules have formal formative assignments built into them, providing opportunities for you to understand your current level of learning, and improve your work in the final assessments.
- In-class activities are also used as an opportunity to provide feedback to students. During lessons, there are often opportunities to receive feedback from peers as well as the tutors and some lessons are heavily focused toward providing students who perform or present their work with feedback to help them improve.
- You can also take advantage of 1:1 tutorials with MA tutors to gain additional feedback. Our tutors are highly experienced educators and coaches, allowing you to gain specific feedback on any aspect of your work.

## MA Popular Music Practice - Course Specification

<b>Full Title of the Course &amp; Award</b>	MA Popular Music Practice
<b>Mode of Attendance</b>	Full Time/Part Time
<b>Length of course</b>	1 year full time/ 2 years part time
<b>Start date</b>	September 2023
<b>Awarding Institution</b>	BIMM University
<b>Teaching Institution</b>	BIMM Institute London; BIMM Institute Brighton; BIMM Institute Bristol; BIMM Institute Dublin; BIMM Institute Manchester; BIMM Institute Birmingham; BIMM Institute Berlin
<b>UCAS Code</b>	n/a
<b>Language of Study</b>	English
<b>Final Award</b>	MA Popular Music Practice (Entrepreneurship) MA Popular Music Practice (Performance) MA Popular Music Practice (Production) MA Popular Music Practice (Composition)
<b>FHEQ Level</b>	Level 7
<b>Minimum Period of Registration</b>	1 year (Full Time)/2 years (Part Time)
<b>Maximum Period of Registration</b>	2 years (Full Time / 3 Years (Part Time)
<b>Admissions Criteria</b>	A good degree (normally 2.2 or above) or significant professional experience in a relevant subject. All applicants will be subject to interview and a portfolio may also be requested for Recognition of Prior Learning (RPL).
<b>Date of Course Specification:</b>	August 2019

## Course Structure

### Full Time

Year 1		
Module Name	Credits	Optionality
Popular Music Practice and Research	30	Core
You and the Popular Music Industry	30	Core
Popular Music and Technology	30	Core
Exploring Collaborative Practice	30	Core
Major Project	60	Core

Students must achieve 180 Credits to receive the award.

### Part Time

Year 1		
Module Name	Credits	Optionality
Popular Music Practice and Research	30	Core
Exploring Collaborative Practice	30	Core
Year 2		
Module Name	Credits	Optionality
You and the Popular Music Industry	30	Core
Popular Music and Technology	30	Core
Major Project	60	Core

Students must achieve 180 Credits to receive the award.

## Year Structure

BIMM University splits its years into three 15 Week Semesters:

Autumn Semester: September to January

Spring Semester: January to May

Summer Semester: May to September

## Workload

Assessment and Contact Hours

Total Assessments	7
-------------------	---

Full Time

Module	Mode of assessment	Duration or word length	Submission	Weighting
<b>Autumn Semester</b>				
Popular Music Practice and Research	Negotiated	Negotiated	Week 13	100%
You and the Popular Music Industry	Negotiated	Negotiated	Week 7	20%
	Negotiated	Negotiated	Week 14	80%
<b>Spring Semester</b>				
Popular Music and Technology	Negotiated	Negotiated	Week 9	30%
	Negotiated	Negotiated	Week 13	70%
Exploring Collaborative Practice	Negotiated	Negotiated	Week 14	100%
<b>Summer Semester</b>				
Major Project	Negotiated	Negotiated	Week 13	100%

Part Time

Module	Mode of assessment	Duration or word length	Submission	Weighting
<b>Autumn Semester Year 1</b>				
Popular Music Practice and Research	Negotiated	Negotiated	Week 13	100%
<b>Spring Semester Year 1</b>				
Exploring Collaborative Practice	Negotiated	Negotiated	Week 14	100%
<b>Summer Semester Year 1</b>				
No assessments				
<b>Autumn Semester Year 2</b>				
You and the Popular Music Industry	Negotiated	Negotiated	Week 7	20%
	Negotiated	Negotiated	Week 14	80%
<b>Spring Semester Year 2</b>				
Popular Music and Technology	Negotiated	Negotiated	Week 9	30%
	Negotiated	Negotiated	Week 13	70%
<b>Summer Semester Year 2</b>				
Major Project	Negotiated	Negotiated	Week 13	100%

<b>Total Contact Hours</b>	212 Hrs
<b>Total Self-Directed Study Hours</b>	1588 Hrs

\*All details above are provided for guidance only but are believed to be accurate at the time of writing. Some figures could be affected by national holidays and exam timetables. If any modules are added or removed from the course before you start you will be informed prior to enrolment. Modifications may be made in line with our [Course Approval and Modification Policy & Procedure](#). This may result in slight adjustments to contact hours and assessments.

## Negotiated Assessment

All assessments are negotiated on an individual basis. MA Popular Music Practice modules have learning outcomes that the students need to meet, but these allow a range of outputs and submissions. You will need to submit Assessment Proposal Forms for all assessments to ensure that your assessments are fit for purpose.

## Final Award

MA Popular Music Practice is a single qualification with the capacity to provide specialist-named awards including:

- MA Popular Music Practice (Entrepreneurship)
- MA Popular Music Practice (Performance)
- MA Popular Music Practice (Production)
- MA Popular Music Practice (Composition)

The nature of your Major Project determines the naming of your Award. You are required to submit a Final Award Proposal Form in Trimester 3.

## Learning and Teaching

### Teaching

BIMM University encourages its staff to employ a wide range of learning and teaching techniques. MA Popular Music Practice aims to provide a bespoke, holistic and person-centred experience for each student. All assessments are negotiated on an individual basis against module learning outcomes, allowing you to explore your own interests in alignment with your personal, professional and creative aspirations.

Through undertaking four 30-credit modules, you will develop your practice in regular one-to-ones with specialist tutors, investigate links between research and practice and explore the contemporary popular music industry to establish how your practice fits in. The final 60-credit Major Project module allows you to produce an extended output that defines the naming of your award.

You will take part in seminars, workshops, study days and industry engagement sessions.

For more detail on the learning and teaching methods BIMM employs please see BIMM University's [Higher Education Strategy](#).

### Self-directed Study

As noted above the MA Popular Music Practice has a substantial amount of independent study. During this time, you are expected to be engaging in appropriate learning activities for your course.

### Formative Assessment

BIMM has a number of mechanisms for formative assessment which allow you to gain feedback before the final coursework deadlines.

Many modules have formative assignments built into them. In some cases, these are ungraded and are there purely so you can improve your final submission. Some modules use graded formative assessment, in these cases the formative assessment is only worth a small percentage of your final mark.

In-class activities are also used as an opportunity to provide feedback to students. During lessons, there are often opportunities to receive feedback from peers as well as the lecturers and some lessons are heavily focused toward providing students who perform or present their work with feedback to help them improve.

Students can also take advantage of BIMM's tutorial system to gain additional feedback. The tutorial system allows you to book additional 1-2-1 sessions with lecturers. You can use these sessions to gain specific feedback on any aspect of your work.

## **Additional Information – All BIMM University Postgraduate courses**

### **Timetables**

Full timetables for the year are made available at or prior to enrolment.

### **Staff**

BIMM University is proud of its long history of hiring experienced industry professionals to teach at all of our colleges. We believe that through this practice we provide the best opportunities to our students to learn from tutors who understand their goals and have the knowledge and experience necessary to help make them a reality.

More information can be found regarding our tutors on our [staff page](#).

Unfortunately, BIMM cannot guarantee which tutor will be teaching on individual modules as this will depend on tutor availability and when classes are timetabled.

Sometimes tutors are granted leave to engage in industry activities such as going on tour, conducting research, or for other professional development activities. This is vital to ensure that our tutors can give students the most current information, and share recent experiences, about a music industry that is constantly evolving and expanding into new areas.

Whenever a tutor goes on leave, whether it is due to industry activities or unavoidable factors such as illness or maternity leave, BIMM endeavours to ensure that lessons are covered by an industry professional with relevant experience in the subject. Through this practice, we aim to provide high quality learning opportunities throughout your course of study at BIMM.

### **Language**

All qualifications at BIMM University are taught and assessed in English.



## Costs

### Tuition fees

Accurate tuition fees information can be found in our Important regulations and Information document and on our [finance page](#).

### Additional Costs

It is recommended that students applying to the course have appropriate stationery for classes, including notebooks and laptops as preferred.

Moreover, students will need access to word processing and internet facilities as all submissions are electronic.

### Accommodation and Living Costs

Information about accommodation and living can be found on the [Essential Documents](#) page.

### Disabled Access

#### **BIMM Institute Birmingham**

All teaching buildings at BIMM Birmingham are wheelchair accessible.

#### **BIMM Institute Brighton**

At BIMM Brighton the majority of teaching buildings are wheelchair accessible. However, our BIMM East building is currently not wheelchair accessible, this mainly affects Music Production courses. If you require wheelchair access every effort will be made to arrange different rooms that are accessible.

#### **BIMM Institute Bristol**

All teaching buildings at BIMM Bristol are wheelchair accessible, however some classrooms are not accessible, students who wish to study either Professional Musicianship (Drums) or Music Production are advised to apply to a different BIMM college if they require wheelchair access.

#### **BIMM Institute London**

The main teaching building at BIMM London is wheelchair accessible. Our smaller second building offers full access to the student café – however, a small number of tutorial and lecture rooms are not wheelchair accessible. If you require wheelchair access every effort will be made to arrange different rooms that are accessible.

#### **BIMM Institute Manchester**

All teaching buildings at BIMM Manchester are wheelchair accessible.

#### **BIMM Institute Berlin**

At BIMM Institute Berlin the main teaching building is wheelchair accessible.

### **BIMM Institute Hamburg**

At BIMM Institute Hamburg all teaching spaces are wheelchair accessible.

### **BIMM Institute Dublin**

BIMM Dublin is accessible to disabled students. There is a lift in the Francis St building ensuring access to the first floor, and a wheelchair accessible back entrance to the Coombe building. The outdoor area in the Coombe building is not accessible for wheelchairs, but the common rooms are accessible, there are accessible bathrooms available in both buildings. There is a fire refuge point on the first floor of the Francis St building in case of emergencies, linking to the emergency exit.

Occasionally we may use external spaces for some lessons or events, which may not be accessible. If you require wheelchair access every effort will be made to arrange teaching spaces that are accessible. For more information and details of how to apply for support please see our [student disability guides](#).