

HIGHER EDUCATION
BA (Hons) – Children and Young People’s Care and
Education
PROGRAMME HANDBOOK 2022/23



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Welcome from the Principal



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

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

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

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

We hope you enjoy your time with us.



Bill Jones
Deputy Chief Executive & Principal of Luminate Education Group

Introduction

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

This handbook is designed to provide you with a range of information relevant to your BA Honours programme.

We endeavour to ensure that the information is as accurate and up-to-date as possible. Statements of policy are made in good faith and are an honest attempt to describe current practices. However, the final arbiter of policy and procedure are the Academic Regulations which can be found on our website and on the VLE.

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

Section 1 General Information and Support

1.1 Registry Office

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

Registry Team

	<p>Janet Faulkner Dean of Higher Education Janet.faulkner@ucleeds.ac.uk 0113 2354692</p>
	<p>Dr Sarah Marquez Associate Dean of Higher Education Sarah.wilson@ucleeds.ac.uk 0113 2354864</p>
	<p>Vicky Sunderland HE Registrar Vicky.sunderland@ucleeds.ac.uk 0113 2354566</p>
	<p>Jenna Wilkinson HE Admissions Officer Jenna.wilkinson@ucleeds.ac.uk 0113 2354450</p>

	<p>Katherine Connorton HE Policy and Compliance Officer hequality@ucleeds.ac.uk 0113 2354407</p>
	<p>Sam Lee HE Data Analyst Sam.lee@ucleeds.ac.uk 0113 2846513</p>
	<p>Caroline Harnett-Mcmillan HE Administration Lead & Registrar Assistant Caroline.harnett-mcmillan@ucleeds.ac.uk 0113 2354419</p>
	<p>Greg Nickerson HE Administration Assistant Greg.nickerson@ucleeds.ac.uk 0113 2354484</p>
	<p>Makeela Tisdell HE Administration Assistant Makeela.tisdell@ucleeds.ac.uk</p>
	<p>Laura Macgregor HE Progression and Wellbeing officer Laura.macgregor@ucleeds.ac.uk 0113 22354876</p>
	<p>Dr Nena Skrbic HE Research and Development Officer Nena.skrbic@ucleeds.ac.uk 0113 2354894</p>
	<p>Simon Wilson HE Learning Support Officer Simon.wilson@ucleeds.ac.uk 0113 2846389</p>
	<p>Emma Lockwood HE Student Support Manager Emma.lockwood@ucleeds.ac.uk 0113 2846330</p>

	<p>Sonia Ghafoor HE Mental Health/Learning Support Officer Sonia.ghafoor@ucleeds.ac.uk</p>
	<p>Sasha Joseph HE Mental Health/Learning Support Officer Sasha.joseph@ucleeds.ac.uk</p>
	<p>David Hartshorne HE Research Librarian David.Hartshorne@harrogate.ac.uk 0113 2354697</p>
	<p>Dr Jo Tyssen Head of WP, Outreach and Projects Joanne.tyssen@ucleeds.ac.uk 0113 2354510</p>
	<p>Sophie Clayton NCOP Outreach Officer Sophie.clayton@ucleeds.ac.uk 0113 2354661</p>
	<p>Emma Brice HE Engagement and Promotions Officer Emma.brice@ucleeds.ac.uk</p>
	<p>Hannah McKay HE Outreach Officer Hannah.mckay@ucleeds.ac.uk</p>
	<p>Donna Marshall HE Curriculum Administrator (Evenings) Donna.marshall@ucleeds.ac.uk 0113 2354876</p>

1.2 Curriculum Department Contacts

Welcome to the Childcare Department which sits in the Teacher Training, Learning and Development School. In particular, welcome to the BA (Hons) Children and Young People's Care and Education Course.

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

 <p>Jo Hopton Deputy Head of Teacher Training, Learning and Development</p> <p>Location: Teacher Development Centre, Park Lane</p> <p>Email: joanne.hopton@ucleeds.ac.uk</p>	<p>Jo is a qualified primary school teacher (QTS) who moved to the ITE sector in 2015 where she has taught across a number of different pathways including: Foundation Degree, BA (Hons) and PGCE Primary.</p> <p>She was PGCE Primary Programme Lead at McMillan School of Education prior to taking up her position with Leeds City College. Jo is passionate about education and is currently the Early Years link governor at a local primary school and External Examiner for the PGCE Primary Programme at Bishops Grosseteste University. She has a Masters in Education (MEd) and is a Fellow of Advance HE (FHEA).</p>
 <p>Nikki Daly, HE Course Leader</p>	<p>Nikki Daly is a qualified teacher (PGCE) and has a first class Honours degree in Children's Care, Learning and Development (CCLD). Nikki also has a Masters Degree in Education. (MA). Prior to working in HE Nikki worked in nurseries, pre-schools and primary schools, specialising in working with children with Special Educational Needs and Disabilities (SEND). Nikki has experience of teaching in Further Education (FE) across levels 2 & 3 in Childhood and Education studies and supporting students in Higher Education (HE) to develop their academic study skills, necessary for university level study. Currently, Nikki teaches across the foundation degrees in Supporting Teaching and Learning (STL), Children's care, Learning and Development</p>

<p>Location: Teacher Development Centre, Park Lane</p> <p>E-mail: Nikki.daly@ucl Leeds.ac.uk</p>	<p>(CCLD) and the BA (hons) degree in Children and Young People’s Care and Education (CYPCE) Teacher Training Learning and Development Department at the University Centre, Leeds City College.</p>
 <p>Laura Flood, Lecturer</p> <p>Location: Teacher Development Centre, Park Lane</p> <p>E-mail: laura.flood@ucl Leeds.ac.uk</p>	<p>Laura has been working in education since 2005 and has taught across a range of educational settings. She is part of the Higher Education teaching team supporting students on the PGCE/Cert Ed and is currently undertaking research to complete her MEd. In the early stages of her teaching career, Laura taught History and Classical Civilisations to A Level and degree students at a local FE college. She went on to become Subject Leader for these subjects and mentored PGCE students completing their qualifications in these subject areas. Laura then achieved QTS in primary education teaching across KS2 and EYFS in the North East of England. After experience as a member of SLT in alternative provision, Laura became a qualified assessor of apprenticeships and has supported students completing the L5 LST apprenticeship and Diploma in Education and Training. Her research interests include preparing teachers to support SEMH pupils.</p>

1.3 Programme Rationale and Aims

The BA (Hons) Children and Young People’s Care and Education course (validated by The Open University) will equip you with the knowledge and skills to work within the children and young people’s care and education sector. The programme is aimed at those who are committed to improving the lives of children and young people who are already working or looking to work in a wide range of roles in the children and young people’s care and education sector. Content is underpinned by up-to-date legislation for the childcare and education sector, ensuring students are aware of their responsibilities, as practitioners, to provide informed and up to date care for the children and young people they are responsible for in the workplace.

The course aims to create opportunities for students to make links between practice and theory, providing opportunities for them to understand and develop new concepts and ideas whilst developing their own professional values and professional practice.

The course aims to:

- Prepare suitably qualified and knowledgeable graduates with the ability to work towards the changing requirements of the childcare and education sector.
- Offer a robust BA (Honours) programme that is relevant to contemporary childcare and education philosophy and practice that will allow students to be autonomous and progress onto their chosen career.
- Produce graduates who can relate underpinning theory to improve workplace practice.
- Produce graduates who have both subject specific and transferable skills (communication, teamwork, project management, reflective and reflexive practice) which are key to employability within the childcare and education sector.

1.4 Programme Learning Outcomes

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Critically appraise theories, concepts and principles relevant to the childcare and education sector.</p> <p>A2 Demonstrate a comprehensive and detailed knowledge of the role of the practitioner in the childcare and education sector.</p> <p>A3 Plan, undertake and evaluate a negotiated, self- managed, major project.</p>	<p><u>Key Learning & Teaching Methods</u> A mixture of lectures, tutorials and seminars will be used. The lecture programme will impart the necessary principles and concepts. The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. The tutorials will take the form of individual support and feedback for students by tutors or other students. Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the areas covered by the lectures this will further enhance their independent research and study skills. Students will be able to continue to develop their organisation techniques and time management skills from their level 5 study. Student-led tutorials will consist of action learning activities, discussion groups and report-back sessions which allow students to develop their research, communication and teamwork skills. The team have developed their use of e-technologies including the use of Google classrooms, Chromebooks, SWIVL and emerging technologies.</p> <p><u>Key Assessment Methods</u> The assessment process is an essential element of the programme design. Methods are varied to support and enhance the module design and structure. Some modules are linked to allow application of theory to practice to be assessed.</p>

	<p>The tasks and assessment criteria are clearly explained to the students in the module handbooks and by the module tutors for clarity.</p> <p>Formative feedback is integral to the teaching, learning and assessment strategy of the course. Students will take part in discussions, seminars and peer review and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups.</p> <p>Assessment methods used within the course are:</p> <ul style="list-style-type: none"> • Case studies • Work based projects • Essays • Reports • Presentations • Research • Critical reflection • Dissertation
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Critically appraise new knowledge and understanding to work practices in the childcare and education sector.</p> <p>B2 Demonstrate openness to new concepts and ideas in identifying and defining complex problems relating to childcare and education. Apply appropriate knowledge, tools and methods for their solution.</p> <p>B3 Appraise, evaluate and synthesise information relating to childcare, development and education from a variety of sources and make independent judgements.</p>	<p><u>Key Learning & Teaching Methods</u></p> <p>A mixture of lectures, tutorials and seminars will be used. The lecture programme will impart the necessary principles and concepts. The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. The tutorials will take the form of individual support and feedback for students by tutors or other students.</p> <p>Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the areas covered by the lectures this will further enhance their independent research and study skills. Students will be able to continue to develop their organisation techniques and time management skills from their level 5 study.</p> <p>Student-led tutorials will consist of action learning activities, discussion groups and report-back sessions which allow students to develop their research, communication and teamwork skills. The team have developed their use of e-technologies including the use of Google classrooms, Chromebooks, SWIVL and emerging technologies.</p> <p><u>Key Assessment Methods</u></p> <p>The assessment process is an essential element of the programme design. Methods are varied to support and enhance the module design and structure. Some modules are linked to allow application of theory to practice to be assessed.</p>

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3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Operate ethically within in a range of contexts, in the childcare and education sector, whilst maintaining professional boundaries.</p> <p>C2 Act autonomously with limited supervision or direction within agreed guidelines.</p>	<p><u>Key Learning & Teaching Methods</u> A mixture of lectures, tutorials and seminars will be used. The lecture programme will impart the necessary principles and concepts. The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. The tutorials will take the form of individual support and feedback for students by tutors or other students.</p> <p>Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the areas covered by the lectures this will further enhance their independent research and study skills. Students will be able to continue to develop their organisation techniques and time management skills from their level 5 study.</p> <p>Student-led tutorials will consist of action learning activities, discussion groups and report-back sessions which allow students to develop their research, communication and teamwork skills. The team have developed their use of e-technologies including the use of Google classrooms, Chromebooks, SWIVL and emerging technologies.</p> <p><u>Key Assessment Methods</u> The assessment process is an essential element of the programme design. Methods are varied to support and enhance the module design and structure. Some modules are linked to allow application of theory to practice to be assessed.</p>

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3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Communicate clearly, fluently and effectively with children and young people, their parents/ carers and other professionals.</p> <p>D2 Engage effectively in academic discussion and professional conversations.</p> <p>D3 Demonstrate critical reflection to enhance professional development and personal effectiveness in the childcare and education sector.</p>	<p><u>Key Learning & Teaching Methods</u></p> <p>A mixture of lectures, tutorials and seminars will be used. The lecture programme will impart the necessary principles and concepts. The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. The tutorials will take the form of individual support and feedback for students by tutors or other students.</p> <p>Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the areas covered by the lectures this will further enhance their independent research and study skills. Students will be able to continue to develop their organisation techniques and time management skills from their level 5 study.</p> <p>Student-led tutorials will consist of action learning activities, discussion groups and report-back sessions which allow students to develop their research, communication and teamwork skills. The team have developed their use of e-technologies including the use of Google classrooms, Chromebooks, SWIVL and emerging technologies.</p> <p><u>Key Assessment Methods</u></p> <p>The assessment process is an essential element of the programme design. Methods are varied to support and enhance the module design and structure. Some modules are linked to allow application of theory to practice to be assessed.</p>

	<p>The tasks and assessment criteria are clearly explained to the students in the module handbooks and by the module tutors for clarity.</p> <p>Formative feedback is integral to the teaching, learning and assessment strategy of the course. Students will take part in discussions, seminars and peer review and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups.</p> <p>Assessment methods used within the course are:</p> <ul style="list-style-type: none"> • Case studies • Work based projects • Essays • Reports • Presentations • Research • Critical reflection • Dissertation
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1.5 Programme Structure

Compulsory modules	Credit points	Compensatable
Research Methods	20	Yes
Purposeful Play	20	Yes
Family in a Contemporary Context	20	Yes
Contemporary Discourse	20	Yes
Dissertation	40	No

1.6 Communication

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

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

1.7 Personal Tutors

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

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

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

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

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

1.8 Student Support

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

Learning support

The role of the Learning Support team is to help students with disabilities and learning difficulties to achieve their full potential while studying at University Centre Leeds. Learning

support staff can offer a number of different support options, such as exam and assessment arrangements, access to assistive technology, one to one support sessions and guidance when applying for external support such as Disabled Students' Allowance (DSA). Study support may include help with managing your time more effectively, developing your essay planning and proofreading skills, along with a variety of resources on different study-related topics.

Mental health support

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

Wellbeing support

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

Careers and progression

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

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

1.9 The Virtual Learning Environment (VLE)

All programmes are supported by the College's VLE which provides a range of resources, activities and information for students. The College utilises Google Classroom as a VLE and you will find that there is a section that provides general information, made available to all Higher Education students, in addition to a programme specific area. It is important that you familiarise yourself with both areas to ensure that you have access to all the relevant information you need. You can access the VLE here [UC Hub \(google.com\)](#)

study, personal computers, and multifunctional devices for printing, photocopying, and scanning.

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

1.13 Learning and Research Resources

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

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

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

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

1.14 Learning Resource Centre Advice and Support

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

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

1.15 Study Facilities

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

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

1.16 IT Facilities

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

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

1.17 IT Support

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

Section 2 Teaching, Learning and Assessment

2.1 Lectures, Seminars and Tutorials

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

Apart from your Personal Tutor, your main source of academic help will be your module tutors. The module taught sessions are your most important regular commitment, and attendance is compulsory. If you have to miss a taught session, always let your personal tutor know as soon as possible the reasons for your absence (preferably in advance).

A mixture of lectures, tutorials, seminars and practical workshops will be used for your teaching. The lecture programme will impart the necessary principles and concepts. The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. The tutorials will take the form of individual support and feedback for students by tutors or other students. Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the

areas covered by the lectures. Student-led tutorials will consist of action learning activities, discussion groups and report-back sessions which allow students to develop their research, communication and teamwork skills. The course has three core strands; practical skill, contextual understanding and work-based learning. This strategy is key to the course structure and we aim to make these elements work together.

2.2 Assessment

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

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

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

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

2.3 Assessment Submission

The deadline for submission/presentation of assessed work is detailed in the assessment calendar and in the individual module handbook. **In the majority of cases work will be submitted via Turnitin.** Alternative arrangements for assessments that cannot be submitted in this way will be outlined in the module handbook. Please note for work submitted via Turnitin there is no additional requirement to also submit a hard copy.

2.4 Word Limits

All module specifications and assessment briefs will detail the word count for each task and it is important that you work within this, as this will help to develop your evaluative and analytical skills. It is the responsibility of the student to submit work which is within the specified limit and to include a word count on all written assessed coursework. If you go beyond this limit assessors will disregard the part of assessed work which exceeds the specified limit by 10% or more. If it is considered that a student has falsified the word count on an item of his/her course work, he/she will be subject to the Student Disciplinary action.

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

2.5 Draft Submissions

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

2.6 Assessment Feedback

All students will normally receive written feedback on their summative assessments within **3 working weeks**. The feedback will provide students with some sense of what the tutor regarded as the strengths and the weaknesses of the work. It will also offer some distilled advice in the form of several highlighted 'Ways to Improve' that can be applied to future pieces of work. Students will also receive feedback on examination performance. Again, the emphasis will be on strengths and weaknesses, and on 'Ways to Improve'. All staff will continue to have office hours during the summer term and students are encouraged to contact them to discuss the feedback on their assessed work. All marks are subject to ratification by an examination board.

In addition to written comments about your work, you are also likely to get verbal feedback either in class or on a one-to-one basis, and feedback from peers. Previous students have advised that it is important that you:

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

- Do not be afraid to approach tutors and lecturers for more feedback. Asking questions can be an important part of receiving feedback – and remember, your peers can be a valuable source of information too
- Use feedback to self-assess your work against the assessment criteria, where possible. This can help you to address any areas you need to improve on.

2.7 Extensions

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

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

2.8 Mitigating Circumstances

Extenuating or mitigating circumstances are those events which will have a detrimental effect on your study. It is in your interest to draw the department's attention to them. Such circumstances include (but are not limited to) illness, both bodily and emotional; the severe illness or death of a close family member; a shocking or traumatic personal experience. In addition, sudden, unexpected changes in family circumstances might affect your ability to make academic progress as a consequence of their demonstrable emotional impact upon you, and may also be considered as mitigation. Please note that pressure of work is not considered to constitute Extenuating Circumstances. Further guidance can be found on the VLE. (See appendix 1 for link).

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

Clearly, though, in order for your circumstances to be considered, they must be conveyed formally. We expect that you will discuss your circumstances before Exam Boards meet, so that they may be taken into account in good time. You should be aware that, in the event you feel you need to appeal the outcome of an Exam Board, offering extenuating or mitigating circumstances at that point will need to be accompanied by a good reason why you withheld the information earlier. Without wanting to invade your privacy, we do expect

that you bring such circumstances to your department's attention in a timely manner, despite the discomfort you might feel in so doing. Failure to disclose such circumstances at a time when you could have done so may subsequently be problematic. Your department will do all it can to support you in difficult situations.

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

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

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

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

The following points will help you when submitting an application:

Do

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

Don't

- Apply for any formative assessment pieces of assessment that do not count to your overall module mark.
- Use evidence that is undated or solely from family members supporting your application. You have to provide independent evidence.

If you require mitigation for any modules you must seek advice as soon as possible, forms may be obtained from Jo Hopton: joanne.hopton@ucleeds.ac.uk or Nikki Daly: nikki.daly@ucleeds.ac.uk. Evidence is submitted to the mitigation panel who make the final decision.

2.9 Fit to Sit

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

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

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

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

If you require an extension for any part of the course you must seek advice as soon as possible, forms may be obtained from Jo Hopton: joanne.hopton@ucleeds.ac.uk or Nikki Daly: nikki.daly@ucleeds.ac.uk.

2.10 Penalties for Late Submission

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

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

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

2.11 Grading and Classification

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

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

Please refer to the OU Assessment Regulations, which can be found here [UC Hub - Awarding Bodies \(google.com\)](#)

Grading

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

Classification

The Examination Board will determine the Honours classification using all Level 6 modules studied, weighted at 100%.

Honours degrees are classified as:

First class (1st)

Upper Second class (2.1)

Lower Second class (2.2)

Overall average mark of 70% or above

Overall average mark between 60% and 69%

Overall average mark between 50% and 59%

Third class (3rd)

Overall average mark between 40% and 49%

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

2.12 Re-sit

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

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

Key points

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

See the Assessment Regulations at <https://ucl Leeds.ac.uk/related-documentation> for full details.

2.13 Re-study

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

- **Partial retake as fully registered student:**
 - You would not be permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year. You would have full access to all facilities and support for the modules and/or components being repeated.
 - The marks that can be achieved for the marks and/or components being repeated will be capped at the module and/or component pass marks
 - You would be able to retain the marks for the modules/components already passed

- No further re-sit opportunities would be permitted

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

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

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

2.14 Graduation and Beyond

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

On successful completion of the BA (Hons) Acting you may wish to continue on to postgraduate study or employment. The course is designed to best prepare you to enter the industry in which there are many avenues you might want to explore depending on your creative interests. As part of the course you may have set up a collective, and this could be a method for entering the creative industries as a supportive peer group.

Section 3 Policies and Procedures

3.1 British Values, Equality and Diversity

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

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

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

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

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

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

3.2 Social Media

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

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

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

[RISK MANAGEMENT POLICY & PROCEDURE 20190 \(leedscitycollege.ac.uk\)](https://www.leedscitycollege.ac.uk/risk-management-policy-procedure-20190)

3.3 Student Complaints

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

3.4 Academic Appeals

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

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

3.5 Research Ethics

All dissertations and research projects need to gain ethical approval via the College's Research Ethics Process. Information and links to the application form can be found on the VLE

3.6 Academic Misconduct

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

Students should always identify sources for specific information and, where appropriate, the ideas used in assessed work. It is bad academic practice for a student to fail to do so, just as it would be for an author writing a book or learned article. Poor, sloppy or negligent practice may not result in formal action being taken but will receive lower marks in line with

the marking and classification criteria. The Department uses plagiarism software to identify plagiarism in students' assessed work. This also highlights cases of self-plagiarism.

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

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

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

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

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

- **Academic Negligence:** This is regarded as the least serious offence and covers first time minor offences. It includes plagiarism that is small in scale, not related to the work of other students, and which is considered to have resulted from ignorance or carelessness.
- **Academic Malpractice:** This covers extensive paraphrasing of material with no acknowledgement of the source, systematic failure to reference, cheating, collusion and subsequent cases of Academic Negligence.

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

The following tips may help you to avoid academic misconduct:

Do

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

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

Don't

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

3.7 Assessment Regulations

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

Section 4 Quality Assurance

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

4.1 Student Voice

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

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

Students wanted to be able to have access to sample dissertations, so we have controlled access to these for students to have some visual examples of the dissertation format. Students wanted to gain some CPD - Continuous Professional Development so over previous academic years we have invited some students to partnership events such as 'Child Friendly Leeds' and progression talks across other LCC campuses.

4.2 Course Committee Meetings

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

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

Course Committee Meetings for your programme are as follows:

8th November 2022
14th March 2022

4.3 Moderation

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

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

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

4.4 End of Year Procedures

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

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

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

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

N.B. It is your responsibility to ensure that your Programme Manager has your correct address. The College will not be responsible for results which are sent to old

addresses if you have not updated your contact details. If you do not receive your results within the agreed time it is your responsibility to contact the Higher Education Registry Assistant at heregistrar@ucleeds.ac.uk to obtain a replacement letter.

4.5 External Examiners

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

The external examiner for your course is Rebecca Whitford and she works at Bradford College. Sometimes, your modules may have a different external examiner and your module leader can provide details on request.

Please note that students are not permitted to contact external examiners directly and external examiners will not respond to any communication from individual students. If you have any concerns about your course then please speak to your Course Leader / Deputy Head of Department.

Section 5 Safety, Health and Well-being

5.1 Notification of Infectious Disease

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

5.2 Fire Safety Procedures

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

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

5.3 Fire Information

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

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

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

If you discover a fire

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

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

Fire evacuation

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

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

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

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

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

5.4 Students with Disabilities

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

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

5.5 First Aid

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

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

The names and telephone numbers of the nearest First Aiders can also be obtained from the Health and Safety team at health&safety@leedscitycollege.ac.uk

5.6 Accident and Incident Reporting

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

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

5.7 Policy Statement

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

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

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

Appendices

Appendix 1 - Useful Links

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

Submission Guidelines

[Draft Submissions Guidelines students - Google Docs](#)

Appendix 2 - HE Calendar 2022-23

<i>College Weeks</i>	<i>Commences Monday</i>	<i>Calendar/Assessment Deadlines</i>	<i>HE Weeks</i>
1	25-Jul-22		
2	01-Aug-22		
3	08-Aug-22		
4	15-Aug-22		
5	22-Aug-22		
6	29-Aug-22		
7	05-Sep-22	Enrolment	
8	12-Sep-22	Enrolment	
9	19-Sep-22	SEMESTER 1 STARTS	1
10	26-Sep-22		2
11	03-Oct-22		3
12	10-Oct-22		4
13	17-Oct-22		5
14	24-Oct-22	HALF TERM	
15	31-Oct-22		6
16	07-Nov-22	CYPCE (Y1) Purposeful Play Task 1 40%	7

		Course Committee Meetings	
17	14-Nov-22		8
18	21-Nov-22		9
19	28-Nov-22		10
20	05-Dec-22	CYPCE (Y1) Research Methods Task 1 50%	11
21	12-Dec-22		12
22	19-Dec-22	CHRISTMAS HOLIDAYS	
23	26-Dec-22	CHRISTMAS HOLIDAYS	
24	02-Jan-23	BANK HOLIDAY MONDAY	13
25	09-Jan-23	CYPCE (Y1) Purposeful Play Task 2 60% CYPCE (Y2) Dissertation	14
26	16-Jan-23		15
27	23-Jan-23	SEMESTER 2 STARTS	16
28	30-Jan-23		17
29	06-Feb-23	CYPCE - Tuesday 7th Feb - Marcus Burton 9:30 -11:00	18
30	13-Feb-23	HALF TERM	
31	20-Feb-23		19
32	27-Feb-23		20
33	06-Mar-23	MID YEAR EXAM BOARDS CYPCE (Y1) Research Methods Task 2 50%	21
34	13-Mar-23	CYPCE (Y1) Family in a Contemporary Context Task 1 40%	22

		Course Committee Meetings	
35	20-Mar-23		23
36	27-Mar-23		24
37	03-Apr-23	EASTER HOLIDAY	
38	10-Apr-23	EASTER HOLIDAY	
39	17-Apr-23	CYPCE (Y1) Family in a Contemporary Context Task 2 60%	25
40	24-Apr-23		26
41	01-May-23		27
42	08-May-23		28
42	15-May-23		29
44	22-May-23	CYPCE (Y1) Dissertation	30
45	29-May-23	HALF TERM	
46	05-Jun-23		
47	12-Jun-23		
48	19-Jun-23		
49	26-Jun-23	END OF YEAR EXAM BOARDS	
50	03-Jul-23		
51	10-Jul-23		
52	17-Jul-23		

NOTES:

- The College main sites will be closed for the days stated above and also to students on the Staff Development Days.
- Some programmes may vary from the 2 semester calendar. Students will be informed of these dates at the start of their programme.

- Students may take additional leave for festival days associated with their practiced religion. Tutors must be notified in advance.

Appendix 3 - Learning Outcome Grids

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	D1	D2	D3
6	Research Methods			✓		✓			✓		✓	
	Purposeful Play	✓	✓		✓			✓		✓		
	The Family in a Contemporary Context		✓			✓		✓		✓	✓	
	Contemporary Discourse	✓					✓	✓				✓
	Dissertation			✓	✓		✓		✓			✓

Appendix 4 - Assessment Grids

	Essay	Research Proposal	Dissertation	Report	Critical Evaluation	Work-based Project	Presentation/Seminar
Level 6							
Research Methods		50% 2500 words					50% 20 mins
Purposeful Play					60% 3000 words	40% 2000 words	
Family in a Contemporary Context	60% 3000 words						40% 15 mins
Contemporary Discourse				100% 5000 words			
Dissertation			100% 9,000 words				

Appendix 5 - Assessment timetable

See HE Calendar – Appendix 2