

2018/2019 Undergraduate Course Handbook

BA (Hons)

**Primary Education (5-11) with
recommendation for
QTS**

Carnegie School of Education

PEQTR



LEEDS BECKETT UNIVERSITY

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1 Welcome to the Course

1.1 Message from the Dean of School

Colleagues, welcome to the Carnegie School of Education at Leeds Beckett. By studying with us, you're joining an academic community with a proud heritage of education dating back to 1907. Then as now, we're committed to making a real difference in the lives of children and young people, bringing together the best of practice with the best of research and making sure our students enjoy an outstanding educational experience. Being part of a community also means that you will help to shape what we do, helping us to create knowledge and inform our curriculum to make sure we remain at the cutting edge of professional practice.

As well as helping you to develop academically, we're also committed to raising your employability, giving you the skills and experiences to make sure you can progress in the career of choice. From dedicated careers advice to work-based assignments, from researching professional environments to creating your own enterprise, we provide support throughout your studies tailored to your ambitions. This personalisation continues in our approach to teaching, learning and assessment, as well as the support of our Pastoral Team and our personal tutoring system, all of which mean that our results get better year after year.

We hope you enjoy your time with us and continue our proud tradition of making a real difference.

Professor Damien Page, Dean of School

Carnegie School of Education

1.2 Message from your Course Director

Welcome to the Primary Education (5-11) course for the coming academic year. Whether you are a beginning trainee-teacher or an already established student, the year ahead represents an important step towards becoming an outstanding and inspiring teacher. At the heart of all that we do is a desire to provide the highest quality of learning experiences for all of the children in our care, in order to give them the best life opportunities in the years ahead. Each

phase on the course has its distinctive features, whether it be developing an appreciation of how children learn, how we can create an inclusive classroom culture to serve individual needs or building subject knowledge and pedagogy to underpin our vibrant and exciting work across the curriculum.

Wherever you are on the journey to becoming that outstanding and inspiring teacher, we trust that you will make the most of all the opportunities afforded on the course here at University, in our partner schools and in the other diverse settings that are included in your work.

This handbook provides you with information that you will need on your course. You should find it helpful when you first start, when you are preparing for assessment and at any time that you need help or advice in connection with your studies here. You will also receive a Module Handbook for each module you study on your course.

The course team is looking forward to working with you this year and we hope that your time studying with us at Leeds Beckett University is both enjoyable and successful.

On behalf of our University and the whole course team I would like to wish you well in your studies.

Dr Chris Ford

Course Leader, BA (Hons) Primary Education leading to QTS

1.3 Academic Calendar and Timetable

The Calendars shown below for Years 1, 2 and 3 of the Course 2018-19 are correct at the time of publishing the Course Handbook. It is possible that minor variations may be affected prior to the Course beginning in Week 5. The definitive Calendar will be presented to all students during Induction Week (Week 5).

Course Composite Calendar 2018 – 19 (Y1-3)

		White blocks are normal teaching weeks. Grey blocks are 'Special Programmes'. Amber blocks are School Placements.		
Wk No.	Date (w/c)	Year 1	Year 2	Year 3
5	17.09.18	<i>Induction week special programme in all three year groups</i>		
6	24.09.18			
7	01.10.18			
8	08.10.18	Residential Week		
9	15.10.18			School Placement
10	22.10.18			
11	29.10.18	DAs	DAs	
12	05.11.18			
13	12.11.18	'Holistic' School Placement		
14	19.11.18			
15	26.11.18			
16	03.12.18			
17	10.12.18			
18	17.12.18	<i>University Vacation</i>		
19	24.12.18	<i>University Vacation</i>		
20	31.12.18	<i>University Vacation</i>		
21	07.01.19			
22	14.01.19			
23	21.01.19			
24	28.01.19		School Placement	

25	04.02.19				
26	11.02.19				
27	18.02.19	DAs		DAs	
28	25.02.19				
29	04.03.19				
30	11.03.19				
31	18.03.19				
32	25.03.19				
33	01.04.19				
34	08.04.19				
35	15.04.19	<i>University Vacation</i>			
36	22.04.19	<i>University Vacation</i>			
37	29.04.19	School Placement		NQT, QTS, Surveys plus normal timetable	
38	06.05.19		HKS prep, Y3 'menu' plus normal timetable	End of Year Assembly & Course End (08.05.19)	
39	13.05.19		<i>Individual prep for HKS</i> <i>(or early HKS)</i>		
40	20.05.19		<i>Individual prep for HKS</i> <i>(or early HKS)</i>		
41	27.05.19		<i>Spring Bank</i>		<i>Individual prep for HKS</i>
42	03.06.19		School Placement cont...		HKS Experience
43	10.06.19				
44	17.06.19	End of Year Appraisals			
45	24.06.19	LKS Experience			
46	01.07.19				

Full details of this and future standard student academic calendars are available at:

www.leedsbeckett.ac.uk/about-our-university/term-dates.

Once you have enrolled, you will have a student login. You can find timetable information by following the link to the Timetabling web page:

www.leedsbeckett.ac.uk/studenthub/timetabling

1.4 Key Contacts

Dr Chris Ford is the Course Director for all Undergraduate Primary Education Courses (age-ranges 3-7 and 5-11). He oversees all matters of Course Development and Operation across the whole age-range. He teaches on the Course, especially in Years 2 and 3. He will meet regularly with students both informally around the campus and in more formal Course Review meetings.

The specific Course Leader for the Primary 5-11 programme is Dr Melissa Hart. She deals with the day to day operations of the 5-11 Course and will have very regular on-going interactions with all students on this particular Course.

This is a very large course, with a large number of students, running over three years. Under most circumstances, therefore, Year Leaders or Personal Tutors (below) act as a first port-of-call for students who have enquiries or have encountered problems that might affect their progress on the course. Dr Melissa Hart will become involved if Level Leaders or Personal Tutors think it appropriate. This will be especially the case if any issue is likely to run across year boundaries and requires continuity from year to year.

Should, however, any student require **urgent help** and a student's Level Leader or Personal Tutor is unavailable, Dr Hart will, of course, always see and support the situation as 'a first port-of-call'.

The Course Leader and Level Leaders meet on a very regular basis to discuss all course matters and to review individual students that require support. In this way, matters at both a course and individual level, are dealt with swiftly in a safe and coordinated manner.

Dr Melissa Hart

Carnegie Hall 105, Headingley Campus

Email: M.Hart@leedsbeckett.ac.uk

Level Leaders

Level Leaders (sometimes informally known as Year Leaders on this Course) oversee all matters of Course Operation and student progress for their own particular year group (ie. Level 4 = Year 1: Level 5 = Year 2: Level 6 = Year 3).

They will guide students through their own particular Level/Year and will deal with individual students where necessary. They will lead, along with the Course Leader, a Year Group Meeting at four strategic points in each year group so that everyone is always prepared for the next important 'landmark' on the course.

Either the Level Leader or a student's Personal Tutor is ALWAYS the first port-of-call if a student has enquiries or problems that might affect their progress on the Course.

On a Course with such a large number of students, it is critical for student welfare and development that we have a consistent approach to dealing with challenges and problems that inevitably crop up for some students during their three-year journey towards being a teacher. The Course team is very keen indeed that each student is properly supported and that we avoid anyone 'falling between the planks'. It is essential, therefore, that trainees contribute to a safe process:- please ensure that **the Level Leader (or Personal Tutor) is the first port-of-call for any individual student EVERY TIME.**

Level Leader: Year 1	Ruth Gilmore	Carnegie Room 116
Level Leader: Year 2	Sarah Dawson	Carnegie Room 116
Level Leader: Year 3	Chrissy Holbrey	Carnegie Room 124

Personal Tutor

Each student on the course has a personal tutor, usually for the full duration of the course. This ensures that the personal tutor knows the student really well. Personal tutor meetings are timetabled to ensure that we are able to:

- Maintain contact;
- set and review professional and academic targets;
- offer necessary advice and support.

The course places particular emphasis upon supporting students, both academically and pastorally. Students and Personal Tutors meet several times per year in order to review progress and set targets for development. It is through these meetings, that span three years, that a student and Personal Tutor share the journey to becoming a teacher from a “Welcome,” on Day One of the Course to writing references and supporting job applications at the end of Year 3.

Course Representative

Course Representatives are student volunteers who represent your views at course-level, in course forums and in meetings with academic and support staff. Details about being a Course Representative are available at www.leedsbeckett.ac.uk/studenthub/course-representatives.htm. The Students’ Union oversees Course Representatives and more information is available at <https://www.leedsbeckettsu.co.uk/studentvoice/coursereps>

Course Administrator – Julie McMahon teachertraining@leedsbeckett.ac.uk

Academic Librarian - Maria Kulas M.Kulas@leedsbeckett.ac.uk

1.5 Keeping in Touch

Academic and administrative staff at our University use your student email address to contact you. It is important that you check this account regularly. You can forward emails from your student email address to a preferred personal email address, however, quarantine and spam filters needed by our University mean that emails sent from external email addresses may be delayed, blocked or deleted. **It is therefore important that your student email address is the**

only email address that you use to contact University staff. Information on how to access your student email address can be found on the Student IT Support Pages (<http://libguides.leedsbeckett.ac.uk/mybeckett/emailtimetable>).

We will inform you of class activities and course notifications, including any cancellations.

For each module, the Module Handbook will include the preferred method of communicating general information about that module to you.

Please make sure that you inform your Course Administration team whenever you change your address and contact details. It is important that you also update your records yourself. You can do this via the My Account/Update my Data tab on MyBeckett. This will ensure we can always contact you in an emergency, and that you receive any important University communications that we may need to send you.

MyBeckett

MyBeckett, the portal and virtual learning environment provides:

- access to your modules and timetables;
- your reading lists and email account;
- your personal storage area on our University IT servers;
- information on where to look for academic or personal support (Support tab);
- information on opportunities such as jobs, careers, part-time work, placements and volunteering (Opportunities tab)

Further information and support for using MyBeckett can be found on the MyBeckett Support Pages (<http://libguides.leedsbeckett.ac.uk/mybeckett/guides>).

1.6 Working in Partnership

We are committed to working in partnership with you and the Students' Union to provide you with an inclusive, safe and engaging learning environment which is conducive to study for all our students and our staff. An important element of your time studying with us is your engagement in developing your learning. Your engagement and attendance on your course

enables you to further your learning and supports your achievement, course completion and aspirations for the future. There is an expectation that students will attend, engage in their learning and submit for assessment. We provide support for you to maximise your time studying with us and to develop your learning, skills and abilities to support you in your chosen career path.

We seek active participation by all our students in the continuous enhancement of our courses and through our monitoring, annual review and enhancement processes. These are formal processes used by our University for assuring the academic standards and quality of your course and its continuous improvement. These processes utilise your feedback, External Examiners' reports, feedback from staff and others, data relating to student outcomes on the course and student surveys to reflect on areas of good practice and areas for further enhancement. We invite all students to participate in a range of opportunities to provide us with feedback on your course and modules. This may include discussions with staff, focus groups, and meetings (e.g. with Course Representatives or with staff) and formalised student surveys e.g. mid module reviews, end of module evaluations and specific course or other surveys such as the Student Barometer, National Student Survey and Destination of Leavers in Higher Education Survey. We utilise the outcomes of these surveys to benchmark our courses nationally and to inform annual course enhancements.

Informal feedback is also welcome at any time either via your Academic Advisor or module tutor or via your Course Representative. Our partnership with you enables us together to make the most of your learning experience with us and to enhance the quality and reputation of your course. You can find out what actions have been taken in response to your feedback through your Course Representative, the Students' Union, your tutors or through the Library.

1.7 Course Representatives

You have the opportunity of becoming an elected Course Representative working in a voluntary capacity with students, the Students' Union, the Course Director and members of the course team and our University. The Course Director, working in partnership with our Students' Union, enables the process for election and appointment of Course Representatives. The Students' Union provides training and development for Course Reps and

supports their engagement in enhancement activities. Being a Course Representative provides an opportunity for you to enhance your own learning and the development of relevant professional and employability skills in parallel with your studies.

As a Course Representative you would play an important role in:

- acting as a point of contact and advocate for students on your course and in supporting their active engagement;
- gathering feedback from students on your course to inform further enhancements to the quality of your course and the student experience;
- enabling dialogue and good communication between students and staff on the course;
- working with the Course Director, members of the course team and the Students' Union to enhance your course;
- facilitating and engaging in meetings about your course; and
- being an ambassador for your course.

Further details about Course Representatives are available on the Students' Union web site, on the Students web site and in our University's Academic Regulations.

In recent months, tutors and students have worked together to review and improve matters associated with School Experience and course assessment.

Final Year students said in their Ofsted Exit Survey that: "Tutors and Mentors have been effective in providing support and guidance throughout Placement." : "The Placements have been well structured and fantastic for my development." : "All members of staff have been extremely supportive throughout my training and have enabled me to achieve the best possible grades I could."

The overall satisfaction with the Course was graded by students at 99%.

2 Studying on this Course

The course is targeted at a wide range of individuals who want to become primary school teachers. The course has been developed in line with DfE recommendations and requirements, including the development of a subject specialism route to prepare students for being subject co-ordinators, as well as an overall class teacher, in future years.

By enabling students to demonstrate the Teachers' Standards, the course aims to develop highly employable teachers who make an impact on all children's learning by being:

- enthusiastic, confident and passionate with the child at the centre of their approach to learning and teaching
- inclusive of all needs, interests and backgrounds
- global citizens, able to understand, celebrate and promote difference
- enterprising and creative in their critically reflective use of a range of pedagogical approaches
- able to develop leadership roles in specialist areas of the curriculum
- digitally literate and able to analyse global perspectives on education to justify a practitioner identity

Because of the nature of our work with children, the course requires that Disclosure and Barring Service checks are carried out at the point of entry for all students. The University is then obliged to confirm to any school or setting in which the students works whilst on the Course, that such a check has been satisfactorily completed.

2.1 Course Specification

The Course Specification is a concise description of your course's aims and objectives and how you will be taught and assessed. The Course Specification can be found on the online course finder; just search for your course title here <https://courses.leedsbeckett.ac.uk/>

Course Structure

The course structure outlines the modules that will be delivered on this course. Full details of the structure for this course can be found in the Course Specification.

Course Learning Outcomes

All courses are benchmarked against the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ-DAB). The FHEQ-DAB can be viewed on the Quality Assurance Agency website: www.qaa.ac.uk. For more details on the Course Learning Outcomes specific to this course please view the Course Specification.

Module Information

The University has invested in more web-based solutions to make it easier to engage with our module evaluation process. We have embedded an easy link within your MyBeckett Module Content to take you to your personal 'My Survey Dashboard'. From within your MyBeckett module content you are only two clicks from your latest online module evaluation.

For detailed information about the modules on this course please refer to the Module Handbooks.

2.2 Course Resources

The Course is delivered on campus, in our partner schools and in other education settings such as outdoor residential centres, museums, theatres, galleries and others. Lecture theatres and classrooms within this compact campus provide comfortable spaces for discussions and some practical work. Specialist environments such as art rooms, PE facilities and primary-oriented science labs offer the equipment required for some aspects of the primary curriculum. The campus itself, including our 'secret walled garden' offers outdoor opportunities. A huge range of primary schools, with all of the facilities one would expect, form a crucial part of this teacher training course. A world-class library, ICT rooms and other support services, underpin students' academic work. Leading outdoor education centres in the English Lake District as well as internationally known museum, theatre and other cultural venues are used in the nearby Leeds city centre.

2.3 Skills you will Gain during the Course

Skills Developed

Upon successful completion of the course, students will:

- 1 Apply digital literacy skills to use global and national perspectives on education to justify a practitioner philosophy
- 2 Apply knowledge and understanding of subjects, research, policy and pedagogy to become passionate and child-centred practitioners
- 3 Apply knowledge and understanding of subjects, research, policy and pedagogy to become passionate and child-centred practitioners
- 4 Demonstrate a critical understanding of the diversity of learners in order to be global citizens who celebrate difference
- 5 Be enterprising and creative in a critically reflective use of a range of pedagogical approaches
- 6 Demonstrate specialist subject knowledge and critically reflect upon issues relating to primary school leadership

Additional Activities/Recognition

You will have opportunities to gain recognition during your time at Leeds Beckett University for the extra activities you do in addition to your studies, including volunteering, student societies, playing in our University sports teams and being a Course Representative.

2.4 Graduate Attributes

There are three Graduate Attributes for Leeds Beckett University and these are tailored to suit your course. The three attributes you should achieve by the end of the course are for you to be digitally literate, have a global outlook and for you to be enterprising. Learning about these attributes and being assessed on them as part of your modules will provide you with capabilities which are essential for your future career and wider life as you move on

from your studies here. You will be formally assessed on all the attributes in some of your modules at each academic level in each year of your course. For more information on graduate attributes please visit

https://skillsforlearning.leedsbeckett.ac.uk/local/graduate_attributes/category_homepage.shtml

Information on your assessment is included in your Module Handbooks.

The modules at each level for each attribute are listed below and examples of the assessment and module activities will clarify how you will see and work with the attributes through your course.

DIGITAL LITERACY

Modules at level 4 where you are assessed in digital literacy	What you are expected to do in this module to demonstrate you are digitally literate	Modules at level 5 where you are assessed in digital literacy	What you are expected to do in this module to demonstrate you are digitally literate	Modules at level 6 where you are assessed in digital literacy	What you are expected to do in this module to demonstrate you are digitally literate.
Teaching and Learning English Mathematics Humanities Science School Experience	Trainees are taught how to use ICT as an effective pedagogy in the primary classroom through all subject-based modules at all levels in the course; this forms part of their professional development planning with an audit of competence being taken at the beginning of the course. This ensures that all students are proficient in the use of ICT for pedagogical interaction with pupils.	Professional Studies English Mathematics Humanities Science Subject Specialism School Experience	Some modules (see mapping:- eg. 'English: Text Types'), require trainees to develop and demonstrate their computer literacy and media literacy skills through the collaborative production of multi-modal academic posters.	Professional Studies Art Subject Coordinator Dissertation School Experience	In both 'Teaching and Learning' and the 'School Experience, CPD and Employability' modules, trainees develop digital scholarship. This sees them become proficient in using databases to search for online journal articles and in using information literacy skills to identify relevant texts. Students are taught the conventions of academic writing for the production of texts that feed their written assignments and that feed into their 'My Teacher CV' and their 'Teachers' Standards' file, both of which cite evidence against the DfE Teachers' Standards.

ENTERPRISE

Modules at level 4 where you are assessed in the enterprising attribute	What you are expected to do in this module to demonstrate you are enterprising.	Modules at level 5 where you are assessed in the enterprising attribute	What you are expected to do in this module to demonstrate you are enterprising	Modules at level 6 where you are assessed in the enterprising attribute	What you are expected to do in this module to demonstrate you are enterprising
<p>Teaching and Learning</p> <p>English</p> <p>Science & PE</p> <p>The Creative Arts</p> <p>School Experience</p>	<p>The CPD strand of the non-credit bearing module, 'School Experience, CPD and Employability' requires trainees to apply their understanding and knowledge of both the curriculum and of children to 'showcase' teaching situations involving teachers and children from partner schools (on the University campus, in schools or in other settings such as outdoor environments).</p>	<p>Professional Studies</p> <p>English</p> <p>The Humanities</p> <p>Science & PE</p> <p>Subject Specialism</p> <p>School Experience</p>	<p>Through Teaching and Learning modules, through Core and Foundation Subject modules, and through the Subject Specialism modules the course empowers students to become enterprising and creative in their use of pedagogies in order to engage and challenge pupils and ensure progress in their learning.</p>	<p>Professional Studies</p> <p>The Arts</p> <p>Subject Coordinator</p> <p>School Experience</p>	<p>The Practitioner Enquiry module positions the trainee as an active, deep and independent learner who is able to respond creatively and enterprisingly to academic research and to critically apply this to a practitioner enquiry project in real life situations.</p>

GLOBAL OUTLOOK

Modules at level 4 where you are assessed in relation to your global outlook	What you are expected to do in this module to demonstrate you have a global outlook	Modules at level 5 where you are assessed in relation to your global outlook	What you are expected to do in this module to demonstrate you have a global outlook	Modules at level 6 where you are assessed in relation to your global outlook	What you are expected to do in this module to demonstrate you have a global outlook
Teaching and Learning English Mathematics The Humanities The Creative Arts School Experience	Modules at all three levels bring a global dimension into students' understanding and delivery of the National Curriculum. In the English modules, for example, this includes an appreciation of literature from different cultures.	Professional Studies English Mathematics The Humanities Subject Specialism School Experience	Throughout the course, there is a focus on diversity and inclusion. Modules at all levels promote an awareness, understanding and celebration of cultural, religious and ethnic difference. At level 5, this includes a focus upon effective pedagogies for teaching pupils for whom English is an additional language (EAL).	Professional Studies The Humanities The Creative Arts Subject Coordinator School Experience	At levels 5 and 6 there is an emphasis upon analysing global perspectives on education (global relevance) in order that trainees begin to problematise their practitioner identities. This increasingly underpins their criticality in assessments and, in particular, is evident in their Level 6 'Practitioner Enquiry' module.

2.5 Work-Related Activities and Employability

The Course has the highest rate of employment in teaching in Yorkshire. 93% trainees entered the profession directly from Leeds Beckett teacher training last year. We have a strong regional impact on the workforce locally with 89% of our students teaching in the North of England.

The National College of Teaching and Leadership (NCTL) stipulates that students on a three year undergraduate teacher training programme spend at least 120 days in school. This is staggered over their three years of study in order to ensure that students experience teaching both Key Stage 1 and Key Stage 2 pupils in a range of contexts.

Including planning time, each student will spend 400 hours a year in placement related activity. This time has been equally divided across modules under the heading of 'Work Based Learning' at each level of study.

As well as this, the NCTL requires trainee teachers to have knowledge and understanding of the Key Stages below and above those which they are trained to teach. Accordingly, students will undertake a Foundation Stage placement at the end of level 4 and a Higher Key Stage placement at the end of level 5.

Finally, the course has an emphasis upon theory-into-practice and a number of modules, therefore, are contextualised within schools. For example, at level 4, students are required to teach phonics to pupils as part of English: children's language development.

2.6 Opportunities for Graduates

The Course Specification includes details of any accreditations, career paths, further study options and other opportunities for graduates.

2.7 External Examiner

The External Examiner assures that you are assessed fairly in relation to other students on the same course and also that the standard of your own award is comparable to similar courses taken by students in other higher education institutions within the United Kingdom.

The details of the External Examiner for this course are as follows:

Sarah Charles

- University of Derby

Victoria Brown

- University of St Mark and St John. Plymouth

The External Examiner(s) provide an annual report for your course and your Course Administrator can provide details of the External Examiner's report on request. Further details on all External Examiners' reports can be located here:

www.leedsbeckett.ac.uk/studenthub/external-examiners-reports

3 Assessment and Feedback

3.1 Assessment

Assessment Strategy

Information on the various methods of assessment can be found in the Course Specification.

University Assessment Regulations

Our University's assessment regulations are contained within the University Academic Regulations. Regulations on progression, award eligibility and honours degree classifications are available at: www.leedsbeckett.ac.uk/public-information/academic-regulations/.

Course-Specific Assessment Regulations and Professional Body Requirements

In keeping with the professional requirement of the National College for Teaching and Leadership, in conjunction with the academic regulations of the University, the following elements differ from the standard University requirements:

- I. Exemption from the Academic Regulations for Attendance requirements.
- II. Exemption from the University's academic calendar.
- III. 'Long thin' modules at every level:-

Level Four:

Teaching and Learning (5-11) – Learning, Behaviour and Assessment (20 cr)

English: language development (20 cr)

The Teaching and Learning of Mathematics (1) (20 cr)

Science & PE (20 cr)

The Humanities (20 cr)

The Creative Arts (20 cr)

School Experience, CPD and Employability (1) (non-credit-bearing)

Level Five:

Teaching and Learning (5-11) – SEND, EAL and Inclusive Practice (20 cr)

The Primary Core Subjects (40 cr)

The Primary Foundation Subjects (40 cr)

An Introduction to Subject Specialism (20 cr)

School Experience, CPD and Employability (2) (non-credit-bearing)

Level Six:

Teaching and Learning (5-11) Professional Roles and Responsibilities (20 cr)

Becoming a Subject Co-ordinator (20 cr)

English (20 cr)

Mathematics (20 cr)

Practitioner Enquiry / Dissertation (40 cr)

School Experience, CPD and Employability (3) (non-credit-bearing)

- IV. Exemption to the Academic Regulations: requirement to pass all modules at every level.
- V. A 'pass' in school experience, (located within non-credit-bearing modules at every level) in order to progress to the next level of study.

Assessment Schedule

The Assessment Schedule for each Year Group is presented to students in Induction Week. Each Module Handbook additionally gives extensive details about the assignment for that Module. Assessment is through Coursework. There are no formal/traditional written exams 'against the clock' on the Course.

Coursework

Your coursework schedule can be found in your module handbook, normally along with any reassessment coursework and schedule.

Reasonable Adjustments and Assessment Support

Disabled students should contact Disability Advice at the earliest possible opportunity to discuss their support requirements for assessments and / or examinations.

Where adjustments are required in relation to examinations, Disability Advice should be contacted no later than **Friday 9 November 2018** in advance of the semester one exam period, and by **Friday 8 March 2019** in advance of the semester two exam period. This will provide the best chance of implementing the recommendations from the adjustment plan for that semester's main exam period. Where applications are made after these dates, we will try to put recommendations in place, but this may not always be possible. Please see Disability Advice on the 'Support' tab in MyBeckett for further information.

Submitting Assignments

Your module handbook will detail the required method for submitting your assignments. Normally you will be required to submit through Turnitin. In some cases, you will also be required to hand in a hard copy in your course hand in box. Locations of these will be found in your module handbook.

It is important for your progression and achievement that you submit all work for all assignments in a timely manner. It is also important that you keep copies of all work submitted until after you have graduated. You should also keep any receipts confirming the submission of assignments. In the event of your submitted work being lost you may be required to produce a copy of the work and submission receipt. If you are unable to do so, your work will not be marked.

It is important for your progression and achievement that you submit all work for all assignments in a timely manner. It is also important that you keep copies of all work submitted until after you have graduated. You should also keep any receipts confirming the submission of assignments. In the event of your submitted work being lost you may be required to produce a copy of the work and submission receipt. If you are unable to do so, your work will not be marked.

It is important to note that submitting all assignments is a requirement of your course. Should you experience extenuating circumstances which prevent you from submitting on time please make yourself aware of section 3.4 of this handbook. Without any form of extenuating circumstances, standard penalties apply for late submission of assessed work. Full details of the penalties for late submission of course work are available in section 3.11 of the Academic Regulations at www.leedsbeckett.ac.uk/public-information/academic-regulations.

If you have been recommended 'flexibility around deadlines' as a reasonable adjustment in your Reasonable Adjustment Plan, your Course Administrator will be able to advise you of the process.

All written assignments are submitted by Turnitin. How to work with this system will be fully explained on the Course.

Further information on Turnitin is available here:

<http://libguides.leedsbeckett.ac.uk/mybeckett/turnitin>

3.2 Getting Feedback on your Assessed Work

Assessed work will normally be returned with appropriate feedback within four weeks of your submission. Each Module Handbook will provide you with specific guidelines on how and when you will receive this. The Course Specification explains how feedback will be provided on both formative and summative assessments.

3.3 How do I Get my Results?

Results from module assessments and decisions on progression to the next level of study (e.g. from level 4 to level 5 of an undergraduate degree) or awards (if you are in the final level) are available on the *Results Online* system from:

www.leedsbeckett.ac.uk/studenthub/results-online.htm.

Results will only appear within *Results Online* five working days after the date of the Progression and Award Board meeting (the meeting where your end of level outcome will be decided) or the Module Board meeting (the meeting where modular outcomes are decided).

If you are unsure about when you might receive your results or have queries relating to your results, you should contact your Course Administrator.

3.4 Extenuating Circumstances and Mitigation

If you are experiencing problems which are adversely affecting your ability to study (called 'extenuating circumstances'), then you can apply for mitigation. The University operates a fit to sit/fit to submit approach to extenuating circumstances which means students who take their assessment are declaring themselves fit to do so.

Examples of extenuating circumstances include personal or family illness, bereavement, family problems or being a victim of crime. You will need to provide evidence to prove your situation; the Students' Union Advice Service can offer guidance on what evidence you will need to present.

Further information can be found at www.leedsbeckett.ac.uk/studenthub/mitigation.

You can collect an extenuating circumstances form from your course admin office, reception or you can print one via the student hub web pages. Completed forms along with **appropriate evidence** must be submitted to your course admin office within the timescales given in the guidance. Late submissions will normally be rejected. Outcomes from the mitigation panels, which are held once a month, will be e-mailed to you via your student e-mail account.

If you have been recommended 'flexibility around deadlines' as a reasonable adjustment in your Reasonable Adjustment Plan, your Course Administrator will be able to advise you of the process.

3.5 Re-assessment

If you have not passed a module at the first attempt you will be eligible for re-assessment. See your Module Handbook for details of the relevant re-assessment process (e.g. whether it

is coursework, an examination, a presentation or other form of assessment/when it will take place/what the deadline is).

Reassessment details can be found in your module handbook along with the date for resubmission. You will be advised via Results Online of your options for re-assessment. It is your responsibility to make yourself available for reassessment. You are advised to contact your Course Leader (Dr Melissa Hart), Course Administrator or personal tutor for any necessary clarification.

If you are in your final year and you resubmit a semester 2 assignment you will not be eligible for graduation.

3.6 Student Appeals

If you feel that you have in some way been disadvantaged during your studies and this is reflected in your results, then you may have grounds for an academic appeal.

After your results are available on Results Online you have 15 working days to submit a request for an appeal hearing. You will find the information you need, including grounds for appeal, when and how to appeal and frequently asked questions at:

www.leedsbeckett.ac.uk/studenthub/appeals.htm.

You are strongly advised to seek guidance from the Students' Union Advice Service on whether you have grounds for an appeal and the completion of the paperwork – see section 4 for Students' Union Advice Service contact details.

3.7 Academic Misconduct

Academic integrity is a fundamental principle within the University and is strongly linked to good academic practice. The University has processes to investigate alleged breaches of academic integrity and, where a breach of academic integrity is admitted or found, applies appropriate penalties.

Any attempt to gain an unfair advantage, whether intentional or unintentional, is a matter of academic judgement and may be considered to be a breach of academic integrity. Examples

of unfair practice include, but are not limited to cheating, plagiarism, self-plagiarism, collusion, ghostwriting and falsification of data. Definitions of these offences and the serious consequences of breaching academic integrity can be found in our Academic Regulations: Section 10 Academic Integrity: www.leedsbeckett.ac.uk/public-information/academic-regulations.

There are a range of resources available to help you understand what is and what is not permitted and how to use other people's ideas in your assessed work. These include the Skills for Learning website which can be found at <http://skillsforlearning.leedsbeckett.ac.uk>

If you are unsure on how to reference your work correctly please seek advice from your tutors or access the Skills for Learning resources online.

4 Where to Get Help

4.1 Academic Advisor (Personal Tutor)

Your Academic Advisor (see Key Contacts in section 1) will be an academic member of staff who teaches you on your course. Your Course Director will make sure that you are given the contact details of your Academic Advisor at the beginning of each year, usually in your course induction. Normally, your named advisor will aim to follow you right through the duration of your course.

Your Academic Advisor has an important role to play in supporting you in academic matters while you are studying on this course. If you are struggling with your work, want to discuss your assessments and ways to improve your marks, your named Academic Advisor is there to support you. Your meetings with the Academic Advisor should be led by you. You might want to talk about career aspirations, your course, your progress and /or your academic results. You may want to set objectives for academic goals. They will also be able to signpost you to Student Services who can advise on a range of matters such as financial worries, accommodation worries or if you are anxious or need counselling. You can access Academic and Personal Support on the 'Support' tab in MyBeckett, which may direct you to support

services such as Student Experience Team, Wellbeing and the Students' Union Advice Service, or you can ask your Academic Advisor to help you access further support.

Getting to know your Academic Advisor in the first year of your course is really useful especially when University life and degree level study might be different from what you are used to.

In the first year your tutor will probably initiate communication to request a meeting at a mutually convenient time, but later in your course it should be your responsibility to set up the meeting. If you ask information to be kept confidential it will be and a note will be kept securely in your University notes with an indication of who can access the information.

You are entitled to have one meeting per semester with your personal tutor/academic advisor in each year of your course. But your personal tutor/academic advisor may ask you to come to see them more frequently and you should feel free to contact them if you need to see them urgently.

4.2 Student Experience Team

If you have any questions about or problems with life at our University, the first place to call, email or contact is the Student Experience Team. The team can help with a broad range of enquiries including: funding and money advice, being an international student, disability, counselling and wellbeing support, student cards, accommodation, fee payments, support from the Students' Union, how to access on-line services, getting help with your CV, preparing for an interview, careers guidance and getting a part-time job. Details of these and other services are available under the Support and Opportunities tabs in MyBeckett, or on the 'Students' homepage: www.leedsbeckett.ac.uk/studenthub.

You can find members of the Student Experience Team in the Student Hubs on the ground floor of the Rose Bowl at City Campus and also in Campus Central at Headingley. Their telephone number is 0113 812 3000 and their e-mail address is studentexperience@leedsbeckett.ac.uk. They work closely with the course teams, the

Students' Union, all University Services and external organisations to make sure that if they don't have the answer to your question they will know who will.

4.3 Disabled Students

Support for disabled students is available from our Disability Advice team. Support is available for students with a range of disabilities including:

- epilepsy, diabetes and IBS
- depression, anxiety and eating disorders
- dyslexia, dyspraxia, and AD(H)D
- Autism Spectrum Conditions
- Mobility difficulties
- Sensory impairments

Support is individually tailored depending on the nature of your disability and the demands of your course.

Disabled students can also access the Disability Resource Areas in each library and the support provided by the Library Learning Support Officer. More information is available at http://libguides.leedsbeckett.ac.uk/using_the_library/disabled_and_dyslexic_users.

More information on disability advice is available under the Academic and Personal Support sections of the Support tab in MyBeckett, and on the 'Students' home page.

4.4 Library Help

The Library

The Libraries at City Campus (Sheila Silver Library) and Headingley provide a range of study environments to suit your needs and are both open 24/7, 365 days a year. The website (<http://libguides.leedsbeckett.ac.uk/home>) gives you access to thousands of resources and information about Library services available to support you.

Academic Librarian

Your academic librarian (see Key Contacts in section 1) liaises with your lecturers to ensure physical and electronic information resources for your subject are available in the Library and they work with you throughout your time here to help you develop information and digital literacy skills.

Help and Information Points

If you have any questions about using the library or need IT support you can get help:

- from the Help and Information Point on the ground floor of each library
- online (including 24/7 chat): http://libguides.leedsbeckett.ac.uk/contact_us
- by phone - 0113 812 1000 (including 24/7 IT support).

Skills for Learning

Skills for Learning provides a wide range of web resources and publications to help your academic skills including teamwork, research, essay writing and time management plus information to help you reference and avoid plagiarism. Information about workshops and one-to-one tutorials can be found at: <http://skillsforlearning.leedsbeckett.ac.uk/>.

Microsoft Office 365

Our University provides students with a free subscription to Office 365 which can be downloaded from the IT tab in MyBeckett. All students who are registered for a qualification at Leeds Beckett University are eligible and you will be able to use the subscription for the duration of your course. For instructions and more information, please visit our Student IT Help pages at

http://libguides.leedsbeckett.ac.uk/it_support/software/microsoft_office_online .

4.5 Students' Union Advice Service

The Students' Union Advice Service offers free, independent, non-judgemental advice and guidance to all Leeds Beckett Students. This can include advice on any problems you might have whilst on your course including all the Academic Regulations (Mitigation, Extensions, Complaints, Appeals, Disciplinary procedures and Academic Integrity). We can also give

advice on any issues you may have with your housing including disrepair, contract checking and issues with deposits. We can also advise on student funding and debt.

We will listen to your problem and outline what options are available to you, so you can make an informed decision on what to do.

Hopefully you will never need us but just remember we are here for you if you do.

Email: suadvice@leedsbeckett.ac.uk

Tel: 0113 812 8400

<http://www.leedsbeckettsu.co.uk/advice>

5 What to do if you..

5.1 ...are absent for more than one day

You must notify your Course Administrator if you are absent for more than one day (for example for an interview, emergency unforeseen circumstances, or for compassionate leave). If you are going to apply for mitigation you will need to provide written evidence of the reason for your absence (see section 3).

Our standards of attendance and punctuality reflect the culture within the profession of Primary teaching. Absences are expected to be a very rare occurrence and only for very good reason. **Repeated absence will result in you being considered unfit to enter a professional Placement in school. This may affect your ability to proceed to the next Level of the Course.** It is important that you inform a) the tutor whose class you will miss and b) your Year Leader immediately. During periods when you are working in schools, additional procedures are in place and these are explained by tutors ahead of school visits. Details can be found in the School Placement Handbook.

International Students

Please be aware that our University fully complies with United Kingdom Visas and Immigration (UKVI) policy at all times. There are legal reporting requirements for all students

in the UK on a Tier 4 student visa, and full attendance is mandatory for all Tier 4 students. Failure to meet UKVI attendance requirements could lead to your academic sponsorship being withdrawn and your visa being revoked. Tier 4 students need to be aware of their responsibilities whilst in the UK, please see www.ukcisa.org.uk for full information.

For up to date information about visas, immigration issues and other matters relating to international students, please contact the International Student Advice Centre at internationalstudentadvice@leedsbeckett.ac.uk.

5.2 ...are ill

If you are unable to study because of illness for more than seven consecutive days (including weekends), you must provide us with a **Fit Note**:

"A fit note (or Statement of Fitness for Work) allows your doctor or other healthcare professional to give you more information on how your condition affects your ability to work. This will help your employer understand how they might help you return to work sooner or stay in work. Fit notes may also be called medical statements or a doctor's note." (NHS Choices, n.d.)¹

You can send a digital copy of your Fit Note to your Course Administrator and then send the original by post.

If you are absent through illness on the day of an examination or assignment deadline and you intend to apply for mitigation, you must also provide us with details and any available evidence as soon as possible. Contact your Course Administrator to get a copy of the appropriate extenuating circumstances form.

For more information on 'fit to sit' and mitigation please visit www.leedsbeckett.ac.uk/studenthub/mitigation.htm.

¹ This quote is extracted from NHS Choices (n.d.) **What are fit notes?** [Online]. Available from: <<http://www.nhs.uk/chq>>. [Accessed 26 February 2016].

5.3 ...have a comment, compliment or complaint

We are committed to providing a high quality experience for all our students. We welcome comments and compliments from students, and find them valuable for on-going improvements to our provision. Comments and compliments about your course can be raised with your Course Representative or directly with your personal tutor/academic advisor.

If you have a specific complaint about an act or omission of our University, you may be able to make a complaint under the Student Complaints Procedure. In the first instance, you should raise the matter as soon as possible with the member of staff most directly concerned, or with the person who can best resolve it. If this does not resolve the matter, or if the complaint is too serious to be addressed in this way, then you should make a formal complaint in writing. Information about how to make a complaint, including the student complaints procedure and a complaints form, is available online at:

www.leedsbeckett.ac.uk/studenthub/complaints.htm.

5.4 ...are considering suspending studies or withdrawing from the course

If you are considering withdrawal from your course you should speak to your personal tutor/academic advisor, a member of staff at our Student Hub or the Students' Union to discuss your reasons. If there is a problem, University or Students' Union staff may be able to help. It may be possible to arrange suspension of studies from your course.

Withdrawing from your course permanently or temporarily could impact the availability of future student funding should you decide to return to the course or commence a new course at Leeds Beckett or elsewhere. Please seek advice from the Student Money Team or Students' Union Advice Team.

If you are considering withdrawing, permanently or temporarily, you must complete a withdrawal form, which you can obtain from your Course Administrator. This form must be submitted as soon as possible to your school office as withdrawals cannot normally be backdated. For further details see the Student Regulations at:

www.leedsbeckett.ac.uk/public-information/student-regulations.

6 Relevant Policies

All student regulations and policies are available at: <http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

6.1 Safety, Health and Wellbeing

Policy Statement

Our University is committed to providing a vibrant, ethical and sustainable working environment that values wellbeing and diversity. This commitment exists alongside our wider legal and moral obligations to provide a safe and healthy working environment for our staff, students and members of the public who may be affected by our activities. Further details of our Health and Safety policies are available at: <http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

Smoking

No smoking is permitted in any of our University buildings, this includes the use of vapour cigarettes (or other similar devices); if you do smoke outside our buildings please make sure that you stand at least five metres away from building entrances and boundaries.

Use of Laptops within our University

If you need to charge your laptop battery, please make sure that the battery charger/lead are undamaged, and only plug it into a designated power socket – if you are unsure of where these are, please ask a member of staff. Please make sure your battery charger cables do not create a trip hazard.

Fire Safety Procedures

Fire information is present on Fire Action Notices displayed in all our University buildings. These are normally present in corridors. Please read and follow the instructions.

All fire exit routes are clearly identified. You should 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 which can be found on the blue and white Fire Action Notices. Use the nearest available route out which may not be the route you use daily to enter the building.

If you discover a fire, you should sound the alarm by operating the Fire Alarm Call Point. You should report the circumstances and site of fire using the emergency number 4444 - indicated on the Fire Action Notice.

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

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

Upon exiting the building, continue on to the fire assembly point so as not to impede the remaining evacuees exiting the building. Evacuation is practised through fire drills. However, you should regard any continuous sounding of the alarm as a fire incident and act accordingly.

Disabled Students

You are expected to declare any disability that would affect your safety in the event of a fire, e.g. hearing impairment or the use of a wheelchair. If you are referred to the Disability Adviser, a Personal Emergency Evacuation Plan (PEEP) will be developed for you as appropriate.

Disabled students must declare their disability, to the University, for it to be taken into consideration. You can find further information about the support available to disabled students studying at our University and contact details on the Support tab in MyBeckett and our website: www.leedsbeckett.ac.uk/studenthub/disability-advice.

First Aid

First Aid Notices (green and white) are displayed in all University buildings alongside the Fire Action Notices (predominantly blue and white) and alongside, or adjacent to, each First Aid

box. First Aid Notices provide all the information you may require to seek and summon assistance.

First Aider contact details can also be obtained from the Student Hub or from Security: City Campus, internal ext. 23154 or Headingley Campus, internal ext. 23165.

Accident and Incident Reporting

All accidents and incidents and dangerous occurrences, must be reported to, and recorded by University staff. Accident report forms (HS1) are available at reception offices, Security and Student Hubs.

Infectious Disease

Campus-based students who have been diagnosed with a serious infectious disease such as TB, measles, meningitis or chicken pox should notify their Course Director or Course Administrator as soon as possible giving information regarding which groups of students (and/or colleagues and clients on placements) you have been in contact with and when. For diseases such as TB or meningitis, the West Yorkshire Health Protection Team may also wish to speak to you (or your family) to determine if others require screening or medication. You should follow advice given by the hospital or your GP about when it is safe to return to University.

6.2 Regulations

There are two sets of documentation you need to be aware of, the University Regulations and the Student Contract.

The University Regulations relate specifically to your studies and your course. They cover issues such as assessment, progression and award requirements amongst a range of other issues.

The Student Contract deals with a range of issues which apply to all students of our University.

6.3 University Academic Regulations

Our Academic Regulations can be found at: www.leedsbeckett.ac.uk/public-information/academic-regulations. You should familiarise yourself with these Regulations.

The following sections are of particular relevance to your course:

- Education and Assessment
- Progression and Award
- Examinations
- Progression and Award Boards and Module Boards
- Disabled Students
- Extenuating Circumstances and Mitigation
- Appeals
- Academic Integrity

The Students' Union Advice service (www.leedsbeckettsu.co.uk) is able to offer advice and guidance on how to understand and use the Regulations.

Where students are undertaking any form of research project, reference should be made to the Research Ethics Policy and Research Ethics Procedures which can be found at: www.leedsbeckett.ac.uk/studenthub/research-ethics.htm.

6.4 Student Contract

The Student Contract is available at the following web link: www.leedsbeckett.ac.uk/public-information/student-regulations. You should familiarise yourself with the Student Regulations relevant to you and ensure you adhere to the Student Contract.

Leeds Beckett University Student Charter

Working together for success

Leeds Beckett University and our Students' Union are committed to working in partnership with our students to ensure that our University is an inclusive, safe and engaging learning environment which is conducive to study for its students and work life for its staff.

Our Student Charter sets out how we can do this by working together to understand and fulfil our commitments to one another. Our Student Charter has been produced jointly with the Students' Union and we will review it, together, every year. Our University's Vision seeks to put students at the centre of all our activities and this Student Charter is a contribution towards that goal. The Leeds Beckett Student Charter is not a contractual document, but provides a guide to what members of the Leeds Beckett Community can expect of each other in terms of engagement and behaviour.

We work to shape and sustain a supportive, safe, inclusive community for active learning and the building of skills for life.

We will

- Work together within a progressive, independent, and active environment which promotes lifelong learning.
- Support a culture of personal and academic resilience.
- Collaborate to build partnerships for learning.
- Work together to sustain our bold, industrious spirit.

We forge an environment which builds trust, accountability and transparency.

We will

- Maintain mutually respectful codes of behaviour.
- Promote the availability of information and support for all.
- Ask for help when we need it.
- Be honest, clear and assertive with each other.
- Use the means available to give a compliment, raise a concern or make a complaint.
- Take advantage of opportunities for formal and informal learning.

We foster inclusive academic, cultural, social, emotional and creative development for all.

We will

- Share an exciting and challenging curriculum which is contemporary and relevant.
- Promote a culture of critical enquiry and rigorous scholarship.
- Support participation in extracurricular opportunities which enhance career and personal development.
- Enable one another to plan, develop, and drive forward our individual educational and career goals.
- Acknowledge and celebrate our joint and separate successes.

We are responsible, diligent, reliable and considerate in our academic and professional actions and behaviours.

We will

- Act with academic integrity.
- Listen to and respect the differing perspectives of those from different cultures and backgrounds.
- Work together within a positive collaborative learning and working environment, wherever, and however, we engage.
- Take care with our personal and professional digital identity and recognise the impact it may have on us and others.

We seek active engagement, feedback and participation in the issues that affect us.

We will

- Work together to enhance our experience of our University.
- Collaborate to promote learning and support enhancement, through mutual reflection and feedback.
- Build partnerships to enable our University communities to engage with our external stakeholders.
- Support the development of courses which prepare our graduates to be ready for work, ready for life and ready to seize the opportunities that lie ahead.
- Use our knowledge of local and world issues to strengthen our global outlook and build a sustainable environment for a thriving future for all.

Our Student Entitlements

As a full-time or part-time campus-based undergraduate student you are entitled to:

1. Access online learning materials and resources for every module through a virtual learning environment and have access to the resources and information of an up to date library.
2. Opportunities for on-going feedback on your work and progress towards your assessments in every year of your course.
3. Participate in a course induction, which will be provided at the beginning of each year of your course.
4. A meeting with your Academic Advisor once per semester. [All new and first year students will be invited to a meeting with their Academic Advisor within four weeks of the start of their studies].
5. A course that has been informed in its development by external stakeholders (e.g. employers, professional bodies).
6. Participate in Personal Development Planning within the context of your course.
7. Have the opportunity to engage in embedded activities within your course which develop and enhance your graduate employability and lifelong learning.
8. Receive clear dates at the beginning of each module about your assessment, submission dates, when and how you receive formative feedback on assessment during every module, and how you will receive feedback on marked assessments within the 4 week feedback period.
9. Receive clear and easy to understand information about your course and the services available to you.
10. Be engaged, via your course student representative, in your course review, evaluation and development processes.
11. Have your questions to our University's services responded to within the advertised timescales in our corporate service standards.
12. Normally be given your course timetable no later than four weeks before the beginning of each semester.

Attendance Statement

The University expects you to attend and fully contribute to all mandatory sessions on your timetable as set out in your student contract. Engagement in your lectures, seminars and practicals is an important part of your learning - contributing both to the University community and the learning experience of your fellow students on the course.

We monitor your attendance at the University as regular attendance and academic achievement are closely linked. Moreover, by monitoring your attendance we can identify students who may need our guidance or support at an early stage to help them progress in their studies. This is part of our commitment to ensuring an excellent education and experience and supporting your success at Leeds Beckett.

The principal attendance system adopted within the University uses i-Beacons installed in all our teaching spaces which interacts with the Leeds Beckett application in your smartphone or tablet using Bluetooth technology. For those students who do not have a smart device you will be able to register manually via any student PC on campus allowing you to check in to your class. Some Schools may monitor your attendance via alternate methods which may include your lecturer asking you to sign a paper register.

The University does understand that from time to time there is good reason why you cannot attend a class, and in this instance you must contact your School office to let them know so the attendance system can be updated accordingly.

Please note that reports from the attendance system will allow attendance data to be shared with you and your Course team. You might be asked to contact the School office so that appropriate academic or pastoral support can be offered, should your attendance record give cause for concern.

Our most important aim is to support your studies, but we are also required to report attendance to various external bodies such as the Student Loan Company and the Home Office. There are measures in place for students who seek to falsely register either their own or fellow students' attendance.

If you have yet to download the Leeds Beckett app please follow the instructions at

<http://www.leedsbeckett.ac.uk/studenthub/student-app/>

Our Attendance Policy is available under 'Student Contract' at

www.leedsbeckett.ac.uk/public-information/student-regulations

Your Student Contract can be accessed at www.leedsbeckett.ac.uk/public-information/student-regulations