

2018/2019 Undergraduate Course Handbook

BA (Hons)

**Primary Education
(Accelerated degree)**

Carnegie School of Education

BPEAC



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

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1.2 Message from your Course Director



Welcome to the Primary Education (Accelerated Degree) programme for the coming academic year. We are delighted to have you on the programme and feel very privileged to be part of your academic journey. Our aim is to help support you become a reflective student and to develop your set of values, ideas, passions and dreams in the realm of Primary Education.

This academic year seeks to stand you in good stead for your future. At the heart of all that we do is the desire to provide the highest quality learning experiences for you in order that you may, in some way, make a real difference in outcomes for children both whilst you are on the programme and later in your professional career.

Each phase on the course has its distinctive feature. Level four provides a clear introduction to the primary phase and level five provides the opportunity for you to develop wider perspectives on education. Level six helps you to consider education in greater depth from a global perspective. In addition, at level six you will have the chance to become a specialist in an area of education as a result of the opportunity to under your own research. The programme is packed full of exciting and interesting experiences. We trust that you will make the most of all the opportunities afforded on the course here at the University, in our partner schools and in the other diverse settings that are included in your programme.

This handbook provides you with the 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.

James Archer

Course Director, BAH Primary Education (Accelerated Degree)

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1.3 Academic Calendar and Timetable

The student academic calendar for the programme is summarised below:
Level 4 Programme 18-19

	W/b Monday	Monday	Tuesday	Wednesday	Thursday	Friday
1.	20.08.18	Induction		Study Day	Intro & prof experience & Curriculum Studies 1 Lecture	How children learn: psychology and development
2.	27.08.18	Bank Holiday	Introduction to research	Study Day	Introduction to research	How children learn: psychology and development
3.	03.09.18	How children learn: Tutorial day	Introduction to research	Study Day	Introduction to research	How children learn: psychology and development
4.	10.09.18	Study Day	Introduction to research	Study Day	Introduction to research	How children learn: psychology and development
5.	17.09.18	How children learn: Tutorial day	Introduction to research	Study Day	Introduction to research	How children learn: psychology and development
6.	24.09.18	Study Day	Introduction to research	Study Day	Introduction to research	How children learn: psychology and development
7.	01.10.18	Professional experience 1	Curriculum Studies 1	Study Day	Curriculum Studies 1	Professional experience 1
8.	08.10.18	Professional experience 1	Curriculum Studies 1	Study Day	Curriculum Studies 1	Professional experience 1
9.	15.10.18	Professional experience 1	Curriculum Studies 1	Study Day	Curriculum Studies 1	Professional experience 1
10.	22.10.18	Study week	Study week	Study week	Study week	Study week
11.	29.10.18	Professional experience 1 Groups A & B Engaging teaching & learning Groups C& D				
12.	05.11.18	Professional experience 1 Groups A & B Engaging teaching & learning Groups C& D				
13.	12.11.18	Professional experience 1 Groups C& D Engaging teaching & learning Groups A & B				
14.	19.11.18	Professional experience 1 Groups C& D Engaging teaching & learning Groups A & B				
15.	26.11.18	Curriculum Studies 1	Study Day	Curriculum Studies 1	Study Day	Curriculum Studies 1
16.	03.12.18	Curriculum Studies 1	Study Day	Curriculum Studies 1	Study Day	Curriculum Studies 1
17.	10.12.18	Study Day	Study Day	Curriculum Studies 1	Curriculum Studies 1	Study Day
18.	14.01.19	Level 4 Exam board & reassessment period				
19.	21.01.19					
20.	28.01.19					
21.	04.02.19					
22.	11.02.19					
23.	18.02.19					
24.	25.02.19					
25.	04.03.19					
26.	11.03.19					

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Level 5 Programme 18-19

	Monday	Tuesday	Wednesday	Thursday	Friday
28. 25.02.18	<i>Induction week</i> Professional experience 2 1.5 hour lecture		Study Day	My Development	Critical perspectives
29. 04.03.18	social perspectives	Identity in primary education	Study Day		Critical perspectives
30. 11.03.18	social perspectives	Identity in primary education	Study Day	My Development	Critical perspectives
31. 18.03.18	social perspectives	Identity in primary education	Study Day		Critical perspectives
32. 25.03.18	social perspectives	Identity in primary education	Study Day	My Development	Critical perspectives
33. 01.04.18	social perspectives	Identity in primary education	Study Day		Critical perspectives
34. 08.04.18	social perspectives	Identity in primary education	Study Day	My Development	Critical perspectives
35. 15.04.18					
36. 22.04.18					
37. 29.04.18	social perspectives	Educational thought and thinking about education	Study Day	My Development	Critical perspectives
38. 06.05.18	Study Day Bank Holiday	Educational thought and thinking about education	Study Day	Identity in primary education	Critical perspectives
39. 13.05.18	social perspectives	Educational thought and thinking about education	Study Day	My Development	Critical perspectives
40. 20.05.18	social perspectives	Educational thought and thinking about education	My Development – mock interview & Feedback	My Development – mock interview & Feedback	Study Day
41. 27.05.18	Study Day Bank Holiday	Educational thought and thinking about education	Study Day	Study Day	Study Day
42. 03.06.18	social perspectives	Educational thought and thinking about education	Study Day	My Development – interview	Study Day
43. 10.06.18	Professional experience 2				
44. 17.06.18	Professional experience 2				
45. 24.06.18	Professional experience 2				
46. 01.07.18	Professional Experience 2	Study Day	Study Day	Professional Experience 2	Professional Experience 2
47. 08.07.18	Level 5 Exam board & reassessment period				
48. 15.07.18					
49. 22.07.18					
50. 29.07.18					
51. 05.08.18					
52. 12.08.18					
1. 19.08.18					
2. 26.08.18					
3. 02.09.18					

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Level 6 Programme 18-19

LBU week	Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
1.	17.09.18	Study Day	Induction	Study Day	Induction	Study Day
2.	24.09.18	Study Day	Technology Enhanced Learning- Group A	Dissertation	Technology Enhanced Learning- Group B	Study Day
3.	01.10.18	Study Day	Study Day	Dissertation	Study Day	Study Day
4.	08.10.18	Study Day	Technology Enhanced Learning- Group A	Dissertation	Technology Enhanced Learning- Group B	Study Day
5.	15.10.18	Study Day	Technology Enhanced Learning- Group A	Dissertation	Technology Enhanced Learning- Group B	Study Day
6.	22.10.18	Study week				
7.	29.10.18	Study Day	Technology Enhanced Learning- Group A	Dissertation	Technology Enhanced Learning- Group B	Study Day
8.	05.11.18	Study Day	Study Day	Dissertation	Study Day	Study Day
9.	12.11.18	Study Day	Technology Enhanced Learning- Group A	Dissertation	Technology Enhanced Learning- Group B	Study Day
10.	19.11.18	Study Day	Study Day	Dissertation	Study Day	Study Day
11.	26.11.18	Study Day	Technology Enhanced Learning- Group A	Study Day	Technology Enhanced Learning- Group B	Study Day
12.	03.12.18	Study Day	Technology Enhanced Learning- Group A	Study Day	Technology Enhanced Learning- Group B	Study Day
13.	10.12.18	Study Day	Technology Enhanced Learning- Group A	Study Day	Technology Enhanced Learning- Group B	Study Day
14.	17.12.18					
15.	24.12.18					
16.	31.12.18					
17.	07.01.19	Study Day	Curriculum Studies 2	Global Perspectives	Curriculum Studies 2	Study Day
18.	14.01.19	Study Day	Curriculum Studies 2	Global Perspectives	Curriculum Studies 2	Study Day
19.	21.01.19	Study Day	Curriculum Studies 2	Global Perspectives	Study Day	Study Day
20.	28.01.19	Study Day	Curriculum Studies 2	Global Perspectives	Curriculum Studies 2	Study Day
21.	04.02.19	Study Day	Curriculum Studies 2	Global Perspectives	Curriculum Studies 2	Study Day
22.	11.02.19	Study Day	Curriculum Studies 2	Global Perspectives	Study Day	Study Day
23.	18.02.19	Study week				
24.	25.02.19	Study Day	Curriculum Studies 2	Global Perspectives	Curriculum Studies 2	Study Day
25.	04.03.19	Curriculum Studies 2 (Scotland visit)				
26.	11.03.19	Study Day	Study Day	Global Perspectives	Study Day	Study Day
27.	18.03.19	Study Day	Study Day	Global Perspectives	Study Day	Study Day
28.	25.03.19	Study Day	Study Day	Global Perspectives	Study Day	Study Day
29.	01.04.19	Study Day	Study Day	Global Perspectives	Study Day	Study Day
30.	08.04.19	Study Day	Study Day	Global Perspectives	Study Day	Study Day
31.	15.04.19	Easter break				
32.	22.04.19					
33.	29.04.19	Creative Practice	Study Day	Creative Practice	Study Day	Creative Practice
34.	06.05.19	Bank Holiday	Creative Practice	Creative Practice	Study Day	Creative Practice
35.	13.05.19	Creative Practice	Study Day	Creative Practice	Study Day	Creative Practice
36.	20.05.19	Study Day	Study Day	Study Day	Creative Practice	Creative Practice
37.	27.05.19	Level 6 Exam board & reassessment period				
38.	03.06.19					
39.	10.06.19					
40.	17.06.19					
41.	24.06.19					
42.	01.07.19					
43.	08.07.19					
44.	29.07.19					

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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

Course Director

James Archer is the Course Director for the BAH Primary Education (Accelerated Degree) programme. He oversees all matters of course development and operation. He teaches on the course and meets regularly with students both informally around the campus and in more formal settings.



On this programme Level Leaders act as a first port of-call for students who have enquiries or have encountered problems that might affect their progress on the course. The Level Leaders are in turn supported by the Course Leader and she is in turn supported by the Course Director.

The Course Director, 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. Please do get in contact with James if you feel you would benefit from his support.

James Archer
Office: Carnegie 109
Email: j.archer@leedsbeckett.ac.uk
Telephone: +44 (0)113 812 2043

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Course Leader

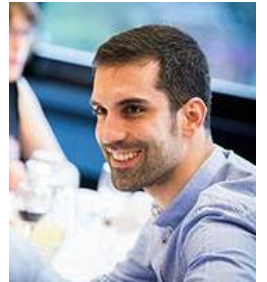
Esther Cummins is the Course Leader as well as being the Level 6 Leader. Esther works alongside James to overseas the operational side of the programme ensuring the best possible experience for our students. Esther is also supports level leaders with academic progression and pastoral provision. Should, any student require urgent help and a student’s Level Leader is unavailable, students should seek to contact the Course Leader.



Esther Cummins
Office: Carnegie 107
Email: E.M.Cummins@leedsbeckett.ac.uk
Telephone: +44 (0)113 812 2978

Level 4 and 5 Leader

Marc Turu-Porcel is the Level leader for levels 4 and 5. Marc is keen to support you and should be the first point of contact for students at Level 4 and 5 of the programme. Marc works alongside Module Leaders and module tutors to provide the teaching and learning experiences, ensure quality and respond to student feedback and supports student progression and pastoral provision.



Marc Turu-Porcel
Office: Carnegie 105
Email: M.Turu-Porcel@leedsbeckett.ac.uk
Telephone: +44 (0)113 812 3676

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>

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Course Administrator

Declan Britton is the Course Administrator for the degree. He can be found in G03 on the ground floor of Carnegie. As well as providing administration for the programme he and the wider admin team also provide pastoral care support.

Room G03, Carnegie Hall, Headingley Campus
Email: teachertraining@leedsbeckett.ac.uk
Telephone: 0113 812 3167

Academic Librarian

Maria Kulas is the Education Academic Librarian. Maria will support you with any library based query that you may have.



Room 125, James Graham Building
Email: m.kulas@leedsbeckett.ac.uk
Telephone: 0113 812 3501

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 through email and via the cohort Facebook pages.

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

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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

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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;

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- 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.

We are keen to continually enhance our provision. In each module you handbook you will be able to see how we have responded to specific student feedback.

2 Studying on this Course

This course is designed with the high levels of vocational commitment required of primary educators in mind. The programme seeks to convey a passion for the theoretical principles of primary education, child development and learning. The course draws on a high level of relevance to practice in schools (including knowledge and understanding of the statutory duties of teachers) combined with the intellectual challenge of developing a critical and analytical approach to learning theory, ideological positions on education and the philosophical underpinning of both content and pedagogy in relation to the school curriculum.

The course aims to develop a thorough theoretical understanding and practical abilities associated with teaching and learning within the 3-11 age range. This includes knowledge of the Primary National Curriculum and the Early Years Foundation Stage Curriculum.

The degree seeks to develop potential teachers for the 3-11 age-range with the added strength of preparing students:

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a) to understand the primary age-range in a deeper way by providing a broader vision of the primary child, and

b) to operate with greater confidence and integrity in primary schools that encompass EYFS and Reception settings, Children’s Centres and/or which have close cluster, family or transition arrangements with early years settings.

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.

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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 discussion and some practical work. Specialist environments such as art rooms and primary-oriented classrooms provide authentic settings in which to explore the application of theoretical concepts. A world-class library housing the course's key texts and many more titles besides as well as computer labs and other support services, underpin students' academic work.

2.3 Skills you will Gain during the Course

Skills Developed

Upon successful completion of the programme, students will:

Be able to contribute to whole group work and activities making active contributions that help to improve themselves and other

Become informed individuals by developing research skills and ability to reflect upon practice

Apply digital literacy skills to range of settings particularly in the areas of communication and research

Draw on your own set of values and personal philosophy of Education to make informed choices

Be able to read and analyse literature including research and policy in a critical way that leads to insights about the subjects being made

Be able to draw on global and inclusive issues and debates to demonstrate a global and inclusive outlook

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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

Throughout the course of the programme students will be supported to develop their digital literacy. Elements such as using web-based search engines to support research as well as using technology to observe practice and child behaviour will be taught. Students will draw on their new digital literacy skills in assessed components including presentations. Students will also learn how to plan for technology enhanced teaching and learning.

ENTERPRISE

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Students will develop and draw on enterprising skills throughout this programme. The accelerated nature of the degree will need students to be extremely enterprising when they study and research. Students will be involved in the design, creation and delivery of a range of teaching and learning experiences which will require them to be enterprising. As a result of engaging in modules such as the Level 6 developing creative practice through the arts students will engage in enterprising design processes that help develop their understanding of practice with primary schools.

GLOBAL OUTLOOK

In this programme students will be informed by theory that has been developed both on national and international scales. Students will explore practice in the local context as well as in a wider educational setting in the United Kingdom. Students will explore the global context and issues by reviewing the ecology of global education systems and exploring international models of education.

2.5 Work-Related Activities and Employability

The Course Specification outlines what work-related activities are associated with this course.

This programme is designed to prepare students for a career in the primary education sector. As such it prepares students to develop interview presence as well as a portfolio that will assist each student's employability. Students will spend time in educational settings including primary schools to observe expert practitioners. Students will gain experience in Foundation Stage, Key Stage 1 and Key Stage 2 in a range of contexts. Students will also engage in placements where they will be involved in the planning and delivery of teaching and learning. All of these experiences are designed in a way that encourages opportunities for reflection between theory and practice. The Course Specification provides further details of the work-related and employability activities that are associated with the programme.

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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:

- Ms Helen Taylor
- Teach First CCCU Partnership Primary Lead, Primary Lead Tutor, Teach First, South East, Senior Lecturer Education
- Canterbury Christ Church University

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/.

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Course-Specific Assessment Regulations and Professional Body Requirements

In keeping with the requirements of the 2002 Education Act and the Education (Health Standards) (England) Regulations 2003, in conjunction with the academic regulations of the University, the following elements differ from the standard University requirements:

Exemptions:

- I. Exemption from the University's academic calendar.

Exceptions to the entry criteria:

- II. DBS clearance
- III. Health Questionnaire clearance
- IV. Disqualification by Association declaration and clearance

Assessment Schedule

Please note the exam/assessment periods occur throughout the academic calendar (see section 1) and make sure that you are available during those periods.

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.

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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.

You may find some useful resources here: skillsforlearning.leedsbeckett.ac.uk.

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.

Students must submit all required electronic submissions via Turn-It-In on the stated deadlines. Further information can be found in module handbooks.

Further information on Turnitin is available here:

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

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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.

Through tutorials students can access formative feedback.

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.

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Extenuating circumstances forms may be obtained from the Course Administrator via the teachertraining@leedsbeckett.ac.uk email or via the University webpages.

Students can seek support from the Level Leader who will help guide the students through the application process.

All evidence and completed forms should be sent to the Course Administrator via the teachertraining@leedsbeckett.ac.uk.

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).

You will be advised via Results Online of your options for re-assessment. You will also receive an email from the Course Administrator regarding re-assessment should this be applicable to you. You are advised to contact your Level Leader 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.

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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

Your Academic Advisor 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.

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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.

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.

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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

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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.

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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 via teachertraining@leedsbeckett.ac.uk 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).

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**:

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"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.

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.

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].

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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/>

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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,

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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

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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.

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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.

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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.

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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.

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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.

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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.

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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

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