University Centre Leeds

Professional Graduate Certificate in Education (Post-14 Education and Training)

PROGRAMME HANDBOOK 2026/27



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1. WELCOME

1.1 Welcome from the CEO of Luminate Education Group

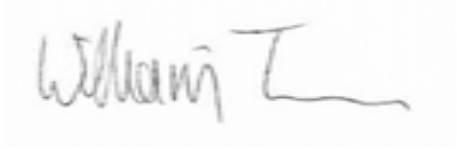


I am delighted to have this opportunity to welcome you and thank you for choosing to study a Higher Education course with us.
Our provision continues to receive external recognition. In the 2023 Teaching Excellence Framework (TEF) review, University Centre Leeds was awarded a TEF Silver rating. The TEF panel highlighted numerous outstanding and high-quality features across the institution, including the integration of high-quality teaching, feedback and assessment practices that effectively support students' learning, progression and attainment.

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

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

We hope you enjoy your time with us.



Bill Jones
CEO Luminate Education Group

1.2 Welcome from the Dean of Higher Education



A very warm welcome to all students. Whether you're leaving college, returning to education as an adult learner, or considering a higher apprenticeship to develop your career, we're delighted
that you have chosen to study with University Centre Leeds.

Here at University Centre Leeds, we provide a high-quality, career-focused learning experience designed to support students at every stage of life. Our courses combine academic study
with practical, real-world skills, helping you build the knowledge, confidence, and experience needed to succeed in your chosen field.

You'll find a supportive and inclusive learning environment here, with dedicated tutors, strong industry links, and tailored support to help you balance your studies alongside other commitments.
Whether you're progressing directly from full-time education, changing career direction, or developing your skills through an apprenticeship, we're committed to helping you achieve your goals.
Higher education is about more than gaining a qualification; it's about discovering your strengths, developing independence, enhancing your employability, and preparing for your future.

On behalf of everyone here, I wish you every success

Rebecca Fores
Dean of Higher Education, University Centre Leeds

1.3 Welcome from the programme team

Welcome to the Professional Graduate Certificate in Education (PgCE)

This handbook provides you with information about your PgCE (which is validated by Luminate Education Group), the department, your responsibilities as a student, support available to you, in addition to information about assessment and other regulatory issues.

Now that you have enrolled, our aim is to offer you the help and support to enable you to gain the qualification and prepare you to be successful in the teaching profession.

The team is looking forward to meeting you and hopes that your time at University Centre Leeds is both enjoyable and successful.

Best wishes to you in your future studies.

Nicola Wilson

Head of Research and Learning Development

1.4 Which Department is my course in?

Your course is delivered within the Teacher Education Department which delivers both the Professional Graduate Certificate in Education (PgCE) and the Certificate in Education (CertEd), as well as the Award in Education and Training (AET).

1.5 What facilities are available?

University Centre Leeds provides a range of study facilities, accessible only to Higher Education students and the main Learning Resource Centre (LRC). In the LRC you will find a combination of individual and small group study areas with access to PCs, there are also a small number of Macs available for use.

You will have opportunities to engage in a range of additional activities alongside your studies, such as volunteering, student societies, playing in University Centre Leeds' sports teams and being a student academic representative.

2 ABOUT YOUR COURSE

2.1 Welcome to the course

The PgCE is specifically designed to develop industry skills. The time on placement and the accumulation of teaching and non-teaching duty hours is testament to that.
This is done through the supportive relationship of the course tutors and mentors who help guide and develop the practice of trainees.

Observations occur throughout the course and offer developmental feedback to help guide practice from the trainees.

The inclusion of reflective practice in the learning journal and reflections on each observation is another way of encouraging the development of teaching practice and industry specific skills. All of the course content considers the classroom and is directly related to teaching and learning. The theories and approaches that are explored in university sessions are all linked to teaching and learning explicitly as are the assessments that trainees have to submit.

The content and structure of your course has been designed to reflect the importance of transference between academic and occupational contexts. To varying degrees, all modules necessitate engagement in practitioner-based research to improve performance and enhance provision in your context.

Transferable Skills:

This course also provides trainee teachers with a strong foundation in pedagogy, subject knowledge, and classroom practice, but it also fosters a wide range of transferable skills that are valuable beyond the teaching profession. Central to the PgCE is the development of communication skills, as trainees learn to explain complex ideas clearly, adapt their language to suit different audiences, and build positive relationships with learners and colleagues. Alongside this, trainees enhance their organisational and time-management abilities by balancing lesson planning, teaching, assessment, and academic study.

Problem-solving and critical thinking are also integral, as trainees reflect on their practice, analyse pupil progress, and adapt strategies to meet diverse learning needs. Collaborative skills develop through working with mentors and peers, requiring negotiation, teamwork, and professional resilience. The course also strengthens digital literacy, as trainees engage with technology for planning, teaching, and assessment, a skill increasingly relevant in many professional contexts.

The course builds confidence, leadership, and adaptability, preparing trainees not only for teaching careers but also for roles in training, management, or wider educational fields.

2.2 Aims of the course

The programme aims to:

- Build a shared understanding of effective teaching and learning within a common
- framework for professional practice that can be implemented across the Education and
- Training Sector.
- Promote the solution of practice problems through use-inspired basic research.
- Critically analyse the core teaching practices around which teacher education and professional development can be organised and identify how these practices take shape in the context of discipline-specific teaching.
- Introduce trainees to practices that are research-based and have the potential to improve student achievement.
- Develop a common language of teaching, learning and assessment that is relevant across the multiple contexts in which trainees are currently learning to practice.

- Cultivate a sound conceptual and practical understanding of how to influence the quality of teaching, learning and assessment in the Education and Training Sector.
- Model practices that trainees can enact in classrooms across different curricula and changing contexts in the Education and Training Sector.

2.3 Programme Learning Outcomes

On successful completion of the programme, you will be able to:

Key Transferable Skills	
K1	Demonstrate knowledge of contemporary pedagogical practices relating to teaching, learning and assessment.
K2	Demonstrate knowledge of theories and concepts associated with teaching, learning and assessment.
K3	Analyse the impact of ethical and legal issues relevant to teaching, learning and assessment.
Cognitive/Intellectual Skills	
C1	Propose a range of methods to address challenges relating to teaching, learning and assessment.
C2	Select and apply theories relating to teaching, learning and assessment to practice.
C3	Assess own practice against professional standards.
Professional Skills	
P1	Operate professionally within a teaching and learning context.
P2	Demonstrate emerging professional autonomy with reduced need for supervision.
P3	Exhibit emerging professional skill in relation to teaching, learning and assessment.
Transferable Skills	
T1	Evaluate own learning and reflect on performance, demonstrating employment potential and professional aptitude.
T2	Communicate clearly, fluently and professionally in a range of settings.
T3	Select and use relevant software applications for different tasks within the teaching and learning context.

2.4 What will I learn?

The course has a modular structure consisting of six 20 credit modules. Three of these modules will be delivered in semester one, two modules will be delivered in semester 2 and the remaining module (Professional Practice 2) will be delivered across both semester 1 and 2.

Full Time Structure

Semester	Module Title	Credits	Level
1	Professional Practice 1	20	5
1	Theories of Teaching, Learning and Assessment	20	5
1	Behaviour, Wellbeing and Safeguarding	20	5
2	Contemporary Education Studies	20	6
2	Inclusive Education	20	6
1&2	Professional Practice 2	20	6

Part Time Structure

	Semester	Module Title	Credits	Level
Year One	1	Professional Practice 1	20	5
Year One	1	Theories of Teaching, Learning and Assessment	20	5
Year One	2	Behaviour, Wellbeing and Safeguarding	20	5
Year Two	1	Contemporary Education Studies	20	6
Year Two	2	Inclusive Education	20	6
Year One and Two	1&2	Professional Practice 2	20	6

Each module carries a credit rating of 20. To achieve the PgCE, you must successfully complete 120 credits in total.

The Teaching Practice Placement (TPP) element of the course is a key component of the provision. You will undertake two modules in association with your practical teaching and work based placement: Professional Practice 1 and Professional Practice 2.

Trainees on the full time programme are expected to spend at least **6-8 hours a week** in the classroom (150 hours teaching by the end of the course).

Trainees on the part time programme are expected to spend at least **6-16 hours a week** in the classroom (150 hours teaching by the end of the course).

2.5 How will I be taught?

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

Student-led tutorials will consist of action learning activities, discussion groups and report-back sessions which allow students to develop their research, communication and teamwork skills.

Learning will be supported by a range of delivery methods. These include individual and whole-class feedback through discussion seminars; peer discussion either face-to-face or via the e-learning environment; feedback and feedforward from subject-specialist mentor; feedback and feedforward from Joint Observation and Tripartite Dialogue (JOTD); and observation of Vicarious Teaching and Learning.

As the Professional Graduate Certificate in Education course is a Higher Education qualification, you will be expected to demonstrate a certain level of independence in your learning. Making a thorough set of notes during lectures and seminars, while carrying out additional reading can provide an excellent base for your assignment tasks.

2.6 Who is going to teach me?

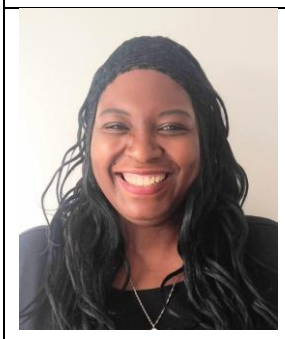
Your module lecturers are members of Luminate Education Group. Their job is to plan, deliver, assess and grade your work, and also give you continuous feedback on how you're doing.

Lecturers aim to develop adult, professional relationships with students.

The Programme Manager (PM) has overall responsibility for the running of the programme and the well-being of students.

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

	Joe Wearing Joe.wearing@ucleeds.ac.uk	Joe is Programme Manager for Teacher Education and works across full time, part time and Teacher Apprenticeships in both the Education and Training and school sector. He has worked in education since 2002, firstly as an English teacher including the Key Stage 3

		coordinator, and then second in department. He worked as CPD Lead involving the whole-school design and delivery of CPD. His interests are the role of coaching in developing teacher autonomy, the learner experience and improving aspiration in challenging schools. Joe has also taught at Leeds University as the PGCE English Lead.
	Sharlene Williams, HE Lecturer, Teacher Education **Location:** University Centre **E-mail:** sharlene.williams@ucleeds.ac.uk	Sharlene began her career as a drama teacher and later became Head of Department, gaining over 17 years' experience in teaching, leadership, and professional development. Alongside her subject expertise, she has worked extensively with trainee and early career teachers in schools, SCITTs, and higher education. Sharlene is passionate about inclusive practice and helping new teachers build confidence and thrive in the profession.
	Adam Ryding adam.ryding@leedscitycollege.ac.uk	Adam is an Advanced Practitioner at Leeds City College supporting staff to develop their teaching practice. Adam teaches on the Full Time PGCE programme and has over 17 years experience working in the FE sector. Adam developed the CPD programme for Early Career Teachers for Leeds City College. He also has an MSc in Sport and Exercise Psychology and works as an Examiner and Standards Verifier for Pearson.
	Jo Griffiths Location: University Centre E-mail: joanne.griffiths@ucleeds.ac.uk	Jo is a qualified secondary school teacher (PGCE) and has a BA (Hons) Modular Studies majoring in Sociology. As a qualified teacher she has over twenty years' experience of teaching in secondary schools, Special Educational Needs departments, as well as in Further and Higher

		Education. Jo completed a MA Educational Leadership and Management in 2013 and has held a variety of leadership roles throughout her career. Whilst leading PGCE courses, Jo trained as a qualified coach and published research articles in the International Journal of Lesson and Learning Studies and in the Teacher Education Advancement Network Journal.

2.7 How will I be assessed?

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

The range of assessment methods used in this programme includes:

- Presentations
- Online Microteach
- In person Microteach
- Written essays
- Portfolio

The assessed and identified learning outcomes are explicitly relevant to the programme of study, subject area and sector.

3 SUPPORT AVAILABLE

3.1 Registry Office

The Registry Office has an overarching responsibility for the operation of the Higher Education provision.

We are committed to providing a supportive and positive environment for all members of our community. There may be a point in your academic journey where our HE Registry Office may need to contact you or you may need to contact us.

Please see below for details

Name	Role	Contact details	Contact reason
Vicky Taylor	HE Registrar	heregistrar@ucleeds.ac.uk 0113 235 4566	Academic Misconduct Exam Related Queries
Susanna Cruz	Senior Examinations & Assessment Officer		
Caroline Harnett-McMillan	HE Administration Lead	headmin@ucleeds.ac.uk 0113 235 4417	Enrolment Additional Considerations
Graham Achilli-O'Brien	Deputy Head of HE Quality	hequality@ucleeds.ac.uk	Complaints
Katherine Connorton	Group HE Quality and Compliance Manager		

3.2 Student Support & Wellbeing

As a University Centre Leeds student, you can access disability support, wellbeing support, financial and welfare support, which are all designed to suit your requirements and to help ensure you have full access to your studies at UC Leeds.

Although you will have access to School-based coaching tutors for support with your studies, disclosing your disabilities, neurodivergences, mental health conditions or long-term health conditions (lasting, or likely to last 12 months+) to our Disability Support Team at the earliest opportunity is essential to request an Adjustments Plan, which contains any agreed reasonable adjustments from the date each student receives their plan. The team can also assist eligible students with their Disabled Students' Allowance (DSA) applications, whilst offering all students advice with any disability-related queries they have, with screenings for Specific Learning Difficulties, and assistance to access any other service offering you support with your studies and engagement.

You will have access to mental health support, professional counselling and guidance about wellbeing support, should you want someone to talk to confidentially. Students can refer themselves to the HE Health and Wellbeing Team for an initial assessment to discuss their mental health support needs, or tutors can refer students to the service.

Our financial support includes help with Student Finance applications, access to extra funding and bursaries, a student hardship fund to help you in times of need and access to personalised advice on budgeting.

Our progression and careers support can provide you with face-to-face advice, skills development, paid work opportunities and placements, and resources to help you build your CV and professional networks.

The University Centre Hub is the home of your online classroom, news, events and study information. It also features useful services from our Student Support Team, along with the referral forms for any of the support mentioned above. You also have access to lots of information on wellbeing, finance, additional learning support available and all the key information you need whilst you study. You can use The UC Hub to connect with other students, discover opportunities or keep up to date with University Centre Leeds news.

University Centre Leeds is committed to ensuring that it provides a community where everyone feels safe, valued, and supported, regardless of their background. We want all our students to feel safe and supported during their time at University Centre Leeds. If you experience prejudice, discrimination, harassment or violence as a student, please know you are not alone in dealing with this - help and support is available from our Safeguarding and Reporting site. This is our single source of information - this will provide guidance on reporting and processes to follow, you can also access our procedures and policies to provide further guidance support.

Student Support & Wellbeing Teams

Nicholas White	Group HE Disability Support Manager	Disability@UCLeeds.ac.uk
Simon Wilson	HE Learning Support Officer	
Donna Royal	HE Disability Adviser	
Sonia Ghafoor	Group HE Diagnostics Assessment Manager	
Manjit Sangha	Group HE Funding and Accommodation Manager	StudentFunding@UCLeeds.ac.uk
Rosa Stowe	HE Funding and Welfare Adviser	
Stephanie Bradbury	HE Student Accommodation Adviser – International Lead	Accommodation@UCLeeds.ac.uk
Daniela Bonitz	Group HE Health and Wellbeing Manager	HealthAndWellbeing@UCLeeds.ac.uk
Alison Longden	HE Counselling and Mental Health Officer	
Laura Macgregor	Group Access and Participation Manager	AccessAndParticipation@ucleeds.ac.uk
David Hartshorne	HE Research Librarian	LRC@ucleeds.ac.uk 0113 2354697

3.3 What study facilities are available in the Learning Resource Centre (LRC)

All the facilities at University Centre Leeds are accessible to all students, including wheelchair access. For the most up to date campus opening times please see the home page on Blackboard.

The main HE-supporting library is located on Floor 1 of the University Centre. The LRC provides accessible and supportive study facilities for students, including multiple spaces for individual and group study, personal computers, and multifunctional devices for printing, photocopying, and scanning.

The HE courses delivered at the Keighley and Temple Newsam campuses are also supported by subject-specific library facilities. HE students at the Keighley campus also have access to physical and online resources, alongside the support of a dedicated Study Support Coordinator. Temple Newsam has a collection of physical and online resources focused on Land and Animal Sciences, as well as access to the main HE library in University Centre.

Our satellite sites at Leeds City College also have ilearn Hubs, please speak to the HE Librarian or your tutors for further information.

What learning and research resources are available?

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

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

HE students are entitled to borrow up to ten collection items at a time. Most items will have automatic renewals up until the end of the academic year unless reserved by another student. PLEASE NOTE: Students must present their student ID card to borrow books and other LRC collection items. Fines apply to items not returned when reserved by another person or by a final due date.

The LRC's online resources are made available through the LRC website (https://lccl.koha-ptfs.co.uk/) and Blackboard (both of which are accessible on or off campus. Students may search the LRC's book collection and directly access e-book and e-journal collections using the LRC's online discovery tool 'Search+'

How can I get advice and support?

HE students are supported by the HE Research Librarian, who is based in the University Centre Leeds Library. Support sessions are available on Web and LRC-based research skills, academic referencing, academic reading and writing, and study skills. One-to-one and group support sessions may be booked with the librarian in person, by email, or through the LRC website. Students will be introduced to their librarian during the induction week.

Members of the ilearn team are available in other campus LRCs to assist students with locating and borrowing books and other materials, using LRC facilities, and making the most of the University Centres' learning and study resources.

4 YOUR RESPONSIBILITIES AS A STUDENT

4.1 What are my responsibilities?

It is your responsibility as a student to comply with the scheme, course and module requirements for attendance and for completion of assessments. This includes meeting deadlines for assessments. In order to achieve this, you should be aware of the following values and cultural aims from the Student Charter:

- Kindness
  - Creating communities where people can be authentic and true to themselves with the support, trust and guidance from those around them.
- Enjoyment
  - Fostering environments that enable our people and students to be brave, interact and have fun.
- Passion
  - Encouraging all to have aspiration and passion in everything they do.
- Ownership
  - Using our robust business planning model to allow our people to have clear ownership over their vision and performance.
- Collaborative
  - Proactively seeking opportunities to create synergies and positive outcomes for all.
- Creative
- Continually learning and looking ahead so we can be responsive.

Please note that Luminate Education Group has a Code of Conduct and Disciplinary Policy which can be found on our website Policies and Key Documents

4.2 Where can I find out about general student regulations?

These are available via the following Policies and Procedures (ucleeds.ac.uk)

4.3 What if I'm an international student?

As a licensed Student Sponsor, we provide international students with an inspiring and supportive study experience. However, international students sponsored with us, or on a visa, must comply with their Student Visa UKVI requirements for attendance. We are obliged to report non-compliance to the UKVI.

If you are an international student and your attendance drops below the UKVI student Visa requirements of 85% in a month period, we will begin the attendance monitoring procedure.

Please note that, in line with our sponsorship conditions, international students cannot undertake paid work alongside their studies or apply for the UK Graduate Route visa after their studies.

4.4 Are there any guidelines about attendance?

The modules on the course will help you to develop both skills and academic knowledge. Most modules will require you to undertake formative work, which will help you to apply your knowledge and understanding, which in turn will help you to achieve a good grade in the summative assessments. Therefore, it is important that you attend regularly. Research has demonstrated a clear link between attendance and success rates therefore we recommend that a minimum attendance of 80% is maintained.

All absences will count towards students' overall attendance figures. If attendance drops below 70% or are an international student that is not complying with the UKVI student Visa requirements of 85% in a month period (70% over a 3-month period), you will begin the attendance monitoring procedure set out in section 2.1 of the Student Attendance Policy.

The University Centre Leeds policy is to withdraw a student from a course if they do not attend for four consecutive weeks. The Student Loans Company will be informed of your withdrawal and will then stop any future payments to your account. Therefore, it is important that you contact the Head of Department/Programme Manager; Joe Wearing, if you are going to be absent for any length of time.

We advise that you do not take holidays in term time. Please see the academic calendar on our website for details.

Please note – Those students who are eligible for a bursary will find that their payments will be cancelled if they have not met the requirements of positive engagement with the course, as outlined in the Academic Engagement Policy. (Please see the Bursary Policy on Blackboard for full details)

4.5 What do I do if I am going to be absent?

During your course of study, there will be times when you are not able to attend classes because of illness, personal and domestic crises. If you are absent, please complete an absence report on Blackboard (University Centre Leeds) and telephone or email your personal tutor to notify them. Please keep your module tutors informed if you are having difficulty attending your classes for whatever reason. We are here to support you but cannot do that unless you keep us informed of problems you are experiencing.

If you are absent through illness immediately prior to an examination or assignment deadline and wish to submit a case for mitigating circumstances, you must complete the relevant form and provide us with details and any available evidence as soon as possible.

If you are absent through illness on the day of an examination or assignment deadline, you must also provide us with details and any available evidence as soon as possible.

For information, please see the Additional Considerations Policy which can be found on Blackboard.

4.6 How do I suspend studies/withdraw from my course?

If you are considering suspending or withdrawing from your course then please speak to your Programme Manager in the first instance to discuss the best option for you. If you then decide to definitely suspend or withdraw from your course or programme of study, you must request this through your 'MyPortal' under the 'Make a Change to My Enrolment tab'. If you encounter problems doing this then please email heregistrar@ucleeds.ac.uk and we will be able to help you do this.

You should also contact Student Finance England to discuss what will happen with your finance and if you will have any overpayments to pay back.

Please note that the University Centre Leeds policy is to withdraw a student from a course if they do not attend for four consecutive weeks. The Student Loans Company will be informed of your withdrawal and will then stop any future payments to your account.

4.7 Are there any specific course requirements:

Placement Requirements:

Full time students will need approx. 10-12 hours a week, voluntary or paid placement in a suitable placement on-going throughout their study.

DBS Requirements:
All trainees must complete an enhanced Disclosure and Barring Service (DBS) check and be cleared to teach by the accredited provider, ensuring they are not barred from working with young people or excluded from teaching. Applicants will be informed of the requirement to complete a DBS check as soon as they have accepted an offer.

4.8 What do I do if I change my details?

To update any of your contact details you will need to log into 'MyPortal' and update these directly yourself. It is important these are kept up to date as University Centre Leeds will inform you of cancelled classes as soon as possible via notification on Blackboard and text to the mobile phone number we have for you on our contact records. It is your responsibility to ensure that we have your most up-to-date mobile phone number.

5 ASSESSMENT

Your work is assessed in terms of its ability to demonstrate the learning outcomes for the module. You'll see the assessment criteria in each module handbook along with the deadline submission date. The levels of achievement are categorised in percentages.

For each module of study, you will complete summative assessments. In addition, lecturers may set "formative" assessments as part of the learning process. These formative

assessments are important as they give you a chance to obtain feedback on your performance before your summative assignments. At the end of the module, a mark is awarded based on the evidence of the summative assessments.

5.1 How will I get my results and feedback on my work?

You will normally receive feedback on your work within three working weeks of submission of your work. Your module leader will advise as to the format of the feedback. These results must be considered as interim until they are ratified by an exam board.

Receiving and acting on feedback is a continuous part of your learning experience and will help you to develop knowledge about your strengths and areas for development, and improve your learning and performance. Previous students have advised that it is important that you:

- Reflect on the feedback you receive and think about what you have done well and how you could improve. For example, you could keep all of your feedback together and draw up an action plan based on common areas of strength or areas for improvement.
- Try not to focus on the mark or ignore the feedback. If you have done well, your feedback will provide you with further guidance and suggest ways in which you can improve future submissions.
- Consider the marks you are given and if you are disappointed in them, give yourself some time before going back to the feedback to look for ways to improve
- Try not to take negative feedback personally. It is given to help improve your academic skills.
- Do not be afraid to approach tutors and lecturers for more feedback. Asking questions can be an important part of receiving feedback – and remember, your peers can be a valuable source of information too.
- Use feedback to self-assess your work against the assessment criteria, where possible. This can help you to address any areas you need to improve on.

5.2 Where can I find the University Centre Leeds assessment regulations?

Your successful completion of the programme is subject to satisfying the University Centre Leeds assessment and progression regulations. These regulations are available via the following academic-regulations-2842025.pdf

5.3 What is the marking scheme?

For each module, you will complete one or more assessments. In addition, tutors will set ungraded or formative assessments as part of the learning process. These formative assessments are important as they give you a chance to obtain feedback on your performance before your summative assessments.

At the end of the module an overall module mark is awarded based on the evidence of the summative assessments.

Please refer to the Academic Regulations.

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

For the Professional Graduate Certificate in Education please note that it is a pass/fail course and as such no level will be seen on your certificate.

Please note that the above tables are for a guide only. For more specific information regarding grading of modules and awards please refer to the Assessment Regulations which can be found on the website within the Academic Engagement menu.

5.4 Will I have to follow a word limit?

All module specifications and assessment briefs will detail the word count, or equivalent, for each task and it is important that you work within this, as this will help to develop your evaluative and analytical skills. It is your responsibility to submit work which is within the specified limit and to include a word count on all written assessed course work. If you go beyond this limit assessors will disregard the part of assessed work which exceeds the specified limit by 10% or more. The reason for this is that it helps you to develop analytical and evaluative skills.

For example if the word count for the piece of work is 2,000 words, once your tutor has read the first 2,200 words they will then stop reading and disregard the remaining words. If it is considered that you have falsified the word count on an item of your course work, you will be subject to Student Disciplinary action.

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

5.5 Academic Appeals

Your module lecturer will explain to you how the criteria have been applied to produce your mark. If you wish to appeal the decision of an Assessment Board, you may do so but only under specific grounds and after your results have been ratified by an Assessment Board. Please note that this is not a procedure to challenge academic judgment. If you feel you have grounds for an academic appeal, you will need to contact the Group HE Quality and Compliance Manager at hequality@ucleeds.ac.uk to put forward a claim for an academic appeal. The Assessment Regulations can be found on Blackboard.

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

5.6 How and where do I hand in an assignment?

For each summative assignment a deadline for submission/presentation of the work will be set. Completing the work within this time period and meeting the deadline is part of the assignment.

The deadline for submission/presentation of assessed work is detailed in the programme and module specification. Only work that is ready by the agreed deadline can hope to qualify for a good grade.

In the majority of cases work will be submitted via Turnitin. Alternative Blackboard submission arrangements for assessments that cannot be submitted in this way will be outlined in the module handbook, for example practical activities or live presentations.

This system supports the submission process, generates similarity reports, and enables tutors to provide feedback. Turnitin may also be used to support academic integrity, including in relation to the ethical use of AI. Any indicators it produces are not definitive and will be considered alongside other evidence and academic judgement to determine whether further review is required.

Please note for work submitted via Turnitin there is no additional requirement to also submit a hard copy.

PLEASE NOTE: Computer failure will not be accepted as a reason for late submission
Students must submit assignments in the following format.

- Assignment feedback sheet
- Assignment task sheet
- Assignment
- Bibliography
- Turnitin report
- Appendix showing any Generative AI tools used in completing the assignment.

5.7 Can I submit a draft?

The following guidelines have been drafted to promote consistency across University Centre Leeds higher education provision.

When can I submit a Draft?
The latest date for draft submissions to be submitted will be two weeks prior to the hand in date for the assessment. You must remember that it could take up to a week for the tutor to give you feedback so you may wish to submit your draft earlier than two weeks before the deadline so that you have more time to incorporate the feedback into your work.
How much of a draft can I submit?
The draft submission must be no longer than 25% of the maximum words for the assessment component e.g. for a 2000 word report a draft of up to 500 words could be submitted.

How many times can I submit a draft?
You are allowed to submit <u>one</u> draft submission per assessment component.

What form can the draft take?

Draft submissions can consist of:

- Assessment plans – so that the tutor can give comments regarding whether you are on the right lines.
- Extracts – for comments on style.
- Referencing – for the tutor to check that your referencing style is correct.
- Reference materials to see if your reading is wide enough for the assessment.
- Data tables.

The above are examples of what could be submitted and is not meant to be an exhaustive list. Drafts can be submitted electronically or in hard copy.

5.8 What do I do if I can't meet a deadline for an assignment?

It is the responsibility of all students to attend examinations and to submit work for assessment by the set date.
Extensions to submission date
There may be times when, for reasons outside of your control, that prevent you from submitting a summative assessment on time or attending an examination.
It is important that you discuss your situation as soon as possible with an appropriate member of staff, such as your Module Leader or Programme Manager, who will be able to provide you with guidance on the most appropriate course of action from the following list:

- A ***Short Extension*** – only available for up to seven days (not available for a re-sit attempt);
- ***Suspension of study*** for a period of one academic year as per the Academic Regulations;
- Alternatively, if your problems are exceptional and outside of your control, you can apply for Additional Considerations***.***

If you realise that you are not going to meet the agreed deadline date because of illness or other exceptional circumstance, you must submit a request for an extension:

Short Extension – up to seven days. You will need to apply for this through your 'My Portal' and self certify for this. It is important to note that an extension will only be granted when it is clear your circumstances are preventing you from completing your work on time.

Please note that short extensions are only available for first submissions. You are only able to apply for two short extensions per year.

If you feel you will need longer than seven days then please speak to your Programme Manager about applying for additional considerations

Additional Considerations

Applications for Additional Considerations should be submitted via 'MyPortal' along with evidence prior to the assessment deadline, however can be submitted up to five working days after the assessment deadline. Please note any requests submitted after this time will not be considered.

Please make sure that you follow the guidance provided on the portal and attach appropriate evidence which covers the assessments you are requiring Additional Considerations for.

Support to Study and Fit to Sit/Practice
The University Centre Leeds' Additional Considerations regulations are based on the Fit to Sit/Submit principle. This means that when you take an assessment you are declaring yourself fit to take the assessment.
If you feel that you are not fit to take the assessment then you may wish to apply for an extension or submit a claim for Additional Considerations to be considered by the Additional Considerations Panel.
In the event that you do not take an assessment and have not submitted a claim for Additional Considerations, then your assessment will normally be recorded as a non-submission.
If Additional Considerations are granted, your work will be marked as if it was handed in on time. Work that is late and which is not covered by short extensions or Additional Considerations will be penalised in accordance with the Assessment regulations.

Please note that applications for Additional Considerations may not be granted.

Late submission

If you fail to submit work by the published date, but submit it up to six calendar days late, it will receive a maximum mark of 40%.

This does not include work that has been granted an extension or Additional Considerations.

Work submitted more than seven calendar days after the published deadline will not be marked and a mark of zero will be returned.

Please note that these deductions apply to weekends, Bank Holidays and University Centre Leeds Closure Days.

5.9 What if I have Additional Considerations and require a longer extension?

What follows is a brief summary of the Additional Considerations Policy. You are strongly recommended to read this Policy. They provide a detailed explanation of Additional Considerations and the procedures expected to be followed when you feel that your performance in a summative assessment would be affected.

Additional Considerations are defined as unforeseen and unpreventable circumstances outside the control of the student, which may significantly affect performance and/or attendance in a summative assessment and could not have been remedied in the time available.

Remember, any application you make has to be approved and may not be granted. Students can apply for Short Extensions, or Additional Considerations for all forms of summative assessment. You can also apply for Additional Considerations for re-sit opportunities offered by the relevant Examination Board. However, Short Extensions will not normally be allowed

for re-sits because of the need for timely progression to the next stage at the beginning of the academic year.
It is important that you discuss your situation with a tutor who will be able to provide guidance on the most appropriate course of action. In circumstances which are likely to affect your progress over a longer time period, you may be advised to suspend your studies until the circumstances no longer have an impact on your studies.

The following points will help you when submitting an application:

Do

- Review the grounds for applying for Additional Considerations
- Seek guidance from your Programme Manager if you are experiencing difficulties in completing your work on time.
- Meet with a tutor prior to the submission/examination date.
- Discuss with a tutor whether an extension would be appropriate.
- Request an extension where you are unable to meet the deadline.
- If applying for Additional Considerations submit an application that covers all module assessments you are taking during the period of difficulty.
- Submit the extension application prior to the submission/examination date and for claims of Additional Considerations within five working days from the submission or examination date.
- Complete all sections of the form on 'MyPortal'
- Include evidence to support your application in 'MyPortal'

Don't

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

5.10 Re-sit

If you have submitted an in-course assessment by the defined hand-in deadline and are deemed by the Module Leader not to have passed the assessment, or if you have failed to submit anything (non-submission), following the assessment board you may be permitted to re-sit the module assessment. If this is the case the resulting mark achieved for the final piece of work will be capped at the pass mark (40%). Only one re-sit opportunity is possible for any assessment component.

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

Key points

- Always submit a genuine attempt for every assessment.
- You must attempt all assessments at the first opportunity.

- You must do each assessment (essay, project, report, portfolio, exam etc.) for every module. You should do this even if you don't think you can fully complete them.
- You **do not** have an automatic right to re-sit or to repeat a year of study.
- The maximum mark that can be awarded for reassessed components is 40%.

See the Assessment Regulations for full details. These are available on our website.

5.11 Re-study

If, following a re-sit you are still unable to pass a module, the Board of Examiners may, at its discretion, permit you to pay and repeat the module in the next academic year.

6 ACADEMIC MISCONDUCT

6.1 Academic Integrity

University Centre Leeds has signed up to the Academic Integrity Charter for UK Higher Education[1] and is committed to implementing its principles. These include working with students to promote academic integrity and take action against all forms of academic misconduct, including plagiarism, self-plagiarism and contract cheating.

The International Centre for Academic Integrity (ICAI)[2] define academic integrity as a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility and courage (ICAI, 2021). You will be introduced to the concept of academic integrity as early as possible in your studies and will receive guidance on the development of academic integrity capabilities and values.

What follows is only a brief summary of the Academic Misconduct procedure and should be read in conjunction with the Academic Misconduct Policy which is available on Blackboard and our website. You are strongly recommended to read these as they provide a detailed explanation of academic misconduct, the procedures which must be followed when an academic misconduct offence is suspected and the possible penalties.

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

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

University Centre Leeds has also produced some helpful guidance documents for students. These include a Contract Cheating Guide which explains the nature of contract cheating and informs you about the alternatives to engaging in this form of academic misconduct, along with the consequences of doing so and also a AI Acceptable Usage Guidance which

University Centre Leeds follow. We also have a Proofreading Guide which clarifies the types of support you are permitted to receive in relation to proofreading when completing your work and the extent of this support. You are strongly encouraged to read these documents which can be found on Blackboard.

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

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

Academic Negligence: This is regarded as the least serious offence and covers first time minor offences. It includes plagiarism that is small in scale, not related to the work of other students, and which is considered to have resulted from ignorance or carelessness.

Academic Malpractice: This covers extensive paraphrasing of material with no acknowledgement of the source, systematic failure to reference, cheating, collusion and subsequent cases of Academic Negligence.

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

The following tips may help you to avoid academic misconduct:

Do

- Familiarise yourself with the regulations and penalties that can be incurred. For professional programmes, a single case of academic misconduct may result in you being discontinued from your course.
- Make sure that you know how to correctly acknowledge other people's work or opinions, and seek feedback from your Tutor or the Academic Skills Support for HE Students team on whether or not you are doing this correctly.
- Take care when making notes from books or articles. Always keep a record of whether your notes are a paraphrase of the source or a direct quotation, so that you don't inadvertently include quotes without proper acknowledgement (this is a frequently cited reason students give when accused of academic misconduct).
- Seek support from your Module or Personal Tutor if you are experiencing difficulties in completing your work on time.

Don't

- Cut and paste (or reproduce) chunks of material from electronic sources or books/articles (even if you acknowledge the source, material not stated as being a direct quotation will make you vulnerable to an accusation of academic misconduct).

- Loan your work to other students (if it is then copied, you may be accused of academic misconduct).
- Borrow work from current or previous students.
- Submit the same work for different assessments.
- Use AI to write your assignments (see the AI Acceptable Usage Guidance)
- Get someone else to do your work (essay-writing web sites don't always keep their promises and have been known to inform universities of students who have purchased work). University Centre Leeds has a number of measures in place to prevent contract cheating sites engaging with our students whilst they are on-site, including blocking specific essay mill sites.

6.2 Assessment Regulations

The full assessment regulations can be found at:
Policies and Procedures - University Centre Leeds (ucleeds.ac.uk)

6.3 Are there any regulations relating to research?

When planning your research, you must identify the ethical issues involved at an early stage. Ethical problems may arise at any stage of the research process, but typically feature at the data collection and interpretation stages.

All work related and research projects will have to be agreed by your research supervisor to make sure that your plans conform to the Luminate Further & Higher Education Research Ethics Policy 2025-28. The ability to act ethically is a key graduate attribute and professional skill, so it is important that you follow these regulations closely and adhere to the guidance of your research supervisor.

Before starting your research, you will be required to complete a research ethics application in which will ask you to consider the ethical issues associated with your research. Any research that involves human subjects (particularly individuals who may not be able to give fully informed consent to participate in your research project) will have ethical implications. In addition, any research that involves access to confidential personal data, or where there is any potential physical, mental or emotional threat to participants, carries significant ethical risks and will require detailed discussion with your research supervisor.

It is also extremely important to consider the research setting; for example, you may be conducting research with the employees of a company and it is essential to seek permission from the research setting before approaching any employees to participate in your research or accessing any data.
Once you have completed your application, this will be directed to your research supervisor in the first instance for review and approval in the case of secondary research, or primary research which does not involve human participants. For applications to conduct primary research involving human participants your supervisor will need to present your application at a meeting of the Research Ethics Approval Board, a panel who will conduct an ethical review of your research proposal. If your application is approved at this stage, you will be able to begin your research. If ethical permission is withheld, you will be given an opportunity to action any suggested amends to your research and re-submit your form which will then be

presented at the next panel. It is imperative that you do not begin your research before approval is formally granted by the committee. You will be informed of the outcome of the committee's decision via email/by your research supervisor.

6.4 Are there any regulations relating to use of social media?

University Centre Leeds is committed to the responsible use of social media. Luminate Education Group may routinely monitor social media and it reserves the right to instruct relevant parties to remove unauthorised sites. Any information posted on social media sites must comply with the Data Protection Act.

For further information and full details please refer to the Student IT Acceptable Use Policy which can be found on Blackboard and our website. the Student Intranet.

7 QUALITY ASSURANCE

The course is not subject to an external examination regime. All student work is continually assessed by the lecturers and is subject to internal and external moderation.

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

The Awarding Body is Luminate Education Group (trading as University Centre Leeds). In order to be able to offer this qualification, University Centre Leeds has to gain approval from the Office for Students, meeting strict criteria on things like staffing, resources and quality systems. University Centre Leeds monitors the quality of the awards through a range of measures. University Centre Leeds is also subject to inspections undertaken by the OfS (Office for Students) in order to ensure that prescribed quality standards are being maintained.

Finally, all of your tutors will have been observed in action as part of University Centre Leeds' Learning Through Observation scheme. All University Centre Leeds tutors have to be observed annually.

7.1 Programme specification

A programme specification is a concise description of your course's aims and objectives and how you will be taught and assessed to achieve the required learning outcomes. It includes information on admissions, course structure and the maintenance of academic standards. Programme Specifications can be found on our website.

7.2 External Examiners

Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called external examining which is one of several ways that we confirm that standards are met. An External Examiner is generally an experienced lecturer from another university who offers an independent view as to whether the work of students on the course is of the

correct standard. The External Examiner does this by looking at a sample of work (e.g. assignments, exam answers, dissertations), discussing the work with your lecturers and attending the assessment boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified.

The main external examiner for your course is Dr David Allan.

Please note that students are not permitted to contact External Examiners directly and External Examiners will not respond to any communication from individual students. If you have any concerns about your course, then please speak to your Programme Manager.

7.3 End of Year Procedures

Once you have completed all of your assessments and these have been marked, moderated and seen by the External Examiner, your tutor will compile your mark profile. These profiles will then be submitted to the Examination Board for ratification.

The Examination Board looks at the mark profiles of each student and will make a decision as to whether you can progress onto the next level or whether you have passed the course.

NB. If you have not paid your tuition fees in full for the current academic year then your profile will not be presented to the Examination Board and you will not be able to proceed into the second year or receive your award unless agreed by the Board of Examiners.

Within 15 working days of the Board, your results will be released in 'MyPortal'. If you, when you consider your grade profile, think you might have grounds to request an Academic Appeal (see the Academic Appeal Policy for information relating to grounds), you must initially engage in an informal discussion with the Group HE Quality and Compliance Manager within 10 days of the results being published.

Any issues that cannot be resolved through an informal discussion may result in the submission of an application for an Academic Appeal – please see the Academic Appeals Policy and Process on the website on this link https://ucleeds.ac.uk/assests/terms-and-conditions/student-guide-to-appeals-and-complaints.pdf

8 HAVE YOUR SAY

8.1 Student Representatives

We are committed to ensuring that the views of students are heard and responded to. This is partly achieved through our HE Students; Union Officers and Student Representatives (Student Reps), who are recruited across all courses.

Student Reps seek out, identify and promote the views of their fellow students on issues relating to academic matters and the student experience. They then represent these views at various forums within the quality assurance process, including Award Committee meetings. Student Reps will have various opportunities to collect feedback and voice the opinions of their peers throughout the academic year. Details of these meetings will be

provided at the mandatory training session for Reps, which usually takes place in October/November. Please see our Student Representative Handbook on Blackboard for further information

For further details please contact our Quality Team: hequality@ucleeds.ac.uk

Award Committee meetings are an essential part of University Centre Leeds' quality assurance process and provide opportunities for both staff and students to use a range of feedback and indicators to ensure that issues affecting students on the course are promptly dealt with alongside a broader discussion of academic matters.

Award Committee meetings will take place twice per academic year – dates for your Award Committee meetings are:

W/C 16th November 2026
W/C 15th March 2027

Engaging with the Students' Union is also an important element of the Student Representative role. University Centre Leeds and the Students' Union work together to raise awareness of student representation and to provide training and development for students. The Students' Union can be contacted at su.enquiries@leedscitycollege.ac.uk

8.2 Module evaluation

We value your feedback. University Centre Leeds undertakes module evaluations to give you the opportunity to tell us what you think about module delivery, assessments and the learning resources available to you. We are interested in hearing about areas that have exceeded your expectations as well as those that have not met your needs or requirements. There is also a free text comments section where you can submit additional remarks and suggestions.

Module evaluations are confidential and completed anonymously. This feedback is used at both course and department level so that the student experience can be continuously improved. By undertaking module evaluations, you can help us to refresh and revise our module delivery to enhance the learning experience and continue to improve upon our academic provision.

8.3 Your feedback

There are many ways that you can tell us about your experience here at University Centre Leeds. The Students' Union runs regular meetings where you can come along, meet students from other courses, and discuss your concerns with members of staff from across all faculties and services.

The Student Rep from your course will also collect feedback in advance of Award Committee meetings throughout the year. Please ensure that you communicate any feedback with your Rep in advance of these meetings so that they can be fed into the formal monitoring and review process.

If you are entering into your final year, you may also be invited to participate in the National Student Survey (NSS). This is a survey for all final year students in all universities in England and the results are made public to help prospective students make choices about where and what to study. Again, these results are used by staff on your course to make improvements and to share good practice. Your feedback matters – so take these opportunities to get involved.

8.4 How would I make a complaint?

We always hope that your experience of University Centre Leeds and your course will be a positive one, however at times things do go wrong. If you have cause for complaint, we encourage you to talk to your Programme Manager in the first instance, however if you wish to make a formal complaint you will find information on the website on this link: https://ucleeds.ac.uk/assests/terms-and-conditions/student-guide-to-appeals-and-complaints.pdf

9 WHERE ELSE TO GET HELP

9.1 Blackboard - The Virtual Learning Environment (VLE)

All programmes are supported by the Blackboard VLE which provides a range of resources, activities and information for students. You will find that there is a section that provides general information, made available to all students, in addition to a programme specific area, which only students on your programme will have access to. It is important that you familiarise yourself with both areas to ensure that you have access to all the relevant information you need.

MyPortal

You will need to use MyPortal throughout your student journey so it is important to make sure you can access this at all times. MyPortal will need to be used in order for you to:

- Complete your re-enrolment each year
- Update your personal details (such as name, address, contact details or email address)
- Update your Trusted Contacts
- Request a letter to confirm you are a student (for council tax, bank accounts, benefits purposes)
- View your course and module information
- Select any optional modules
- Request and changes to your course such as a withdrawal or Suspension of studies
- Access your end of year results and transcripts
- Complete some surveys or evaluations, eg Enrolment and Welcome Week survey and module evaluations.

9.2 Students' Union advice

If you need independent advice, information or representation, the Students' Union Advice Service provides a free, confidential and non-judgemental advice service.

The service is staffed by professionals, who are specialists in providing information and advice on all regulations, policies and procedures, including academic appeals, student complaints, disciplinary hearings, cheating and plagiarism.

9.3 Safety, health and well-being

Fire safety procedures

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

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

Fire information

Fire information is present on Fire Action Notices displayed in all buildings.

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

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

If you discover a fire

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

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

Fire evacuation

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

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

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

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

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

Disabled students

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

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

First Aid

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

- The location and contact number of the nearest First Aiders(s)
- The location of the nearest First Aid box
- The emergency telephone number is 0113 235 4417
- Other emergency contact numbers

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

Accident and incident reporting

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

Policy statement

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

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

Luminate Education Group is committed to continuous improvement in health and safety performance and to attaining the highest possible practice standards throughout its campuses.

10 WHAT CAN I DO ONCE I GRADUATE

Information regarding University Centre Leeds graduation ceremonies will be sent to you once you have completed your award and your results have been ratified by a Board.

There are many opportunities for progression in the area of post-compulsory education and training after completing the award. The award provides opportunities for education practitioners within community education, further education and academy provision.

You will develop the knowledge, skills and competences that enable progression to a range of professional, associate professional, technical and managerial positions or postgraduate study in related educational contexts.

Progression in the workplace and to higher level academic study will be encouraged throughout your course, principally through personal development and action planning. With the help of your professional supervisor and mentor, you will be encouraged to reflect upon your strengths and development needs.

Progression in the workplace and to higher level academic study will be encouraged throughout your course, principally through personal development and action planning. With the help of your professional supervisor and mentor, you will be encouraged to reflect upon your strengths and development needs.

Appendices

APPENDIX 1 - Useful Links

Academic Regulations (Open University validated programmes)	OU Academic Regulations from 2025
Academic Regulations (Luminate validated programmes)	Luminate Academic Regulations from 2025
AI Acceptable Usage Guidance	AI Guidance / UC Hub
Fees and Funding Information	UC Hub - Fees and Funding (Blackboard)
Library/Learning Resource Centre	UC Hub Library (Blackboard)
My Portal	My Portal
Policies and Procedures	Policies and Procedures - University Centre Leeds (ucleeds.ac.uk)
Safeguarding & Prevent	Safeguarding Prevent and British Values - University Centre Leeds
Referencing Guides	Quick referencing guide.pdf - Google Drive Harvard referencing guide.pdf - Google Drive
Student Disciplinary Procedure	Student Code of Conduct and Disciplinary Policy
Student Support	Student Support Hub (Blackboard)
Student VLE	UC Hub (Blackboard)
Submission Guidelines	Draft Submission Guidance for Students

University Centre Leeds

APPENDIX 2 - UCLEEDS ACADEMIC YEAR FOR 2026/27

INTERNAL USE ONLY – SITS Week	HE Teaching Week	Commences Monday	Note
1		3 Aug 2026	4 Aug = SQA Results Day
2		10 Aug 2026	13 Aug = A LEVEL and BTEC NATIONALS RESULTS DAY
3		17 Aug 2026	20 Aug = GCSE RESULTS DAY
4		24 Aug 2026	
5		31 Aug 2026	BANK HOLIDAY MONDAY EXAM BOARD (RESIT BOARD 2nd SEPTEMBER)
6		7 Sept 2026	
7		14 Sep 2026	FINAL STAGE ENROLMENT AND WELCOME WEEK
8	1	21 Sep 2026	SEMESTER 1 / TRIMESTER 1 TEACHING STARTS
9	2	28 Sep 2026	
10	3	5 Oct 2026	
11	4	12 Oct 2026	
12	5	19 Oct 2026	STAFF DEVELOPMENT 21st, 22nd and 23rd October)
13		26 Oct 2026	HALF TERM GRADUATION 29th October
14	6	2 Nov 2026	
15	7	9 Nov 2026	
16	8	16 Nov 2026	
17	9	23 Nov 2026	

18	10	30 Nov 2026	END OF TRIMESTER 1
19	11	7 Dec 2026	TRIMESTER 2 STARTS
20	12	14 Dec 2026	
21		21 Dec 2026	CHRISTMAS BREAK
22		28 Dec 2026	CHRISTMAS BREAK
23	13	4 Jan 2027	
24	14	11 Jan 2027	
25	15	18 Jan 2027	SEMESTER 1 ENDS
26	16	25 Jan 2027	SEMESTER 2 STARTS
27	17	1 Feb 2027	
28	18	8 Feb 2027	
29		15 Feb 2027	HALF TERM
30	19	22 Feb 2027	STAFF DEVELOPMENT 22nd Feb PRE-BOARDS
31	20	1 Mar 2027	END OF TRIMESTER EXAM BOARDS (Weds, Thurs, Fri)
32	21	8 Mar 2027	TRIMESTER 3 STARTS
33	22	15 Mar 2027	
34	23	22 Mar 2027	26 Mar = GOOD FRIDAY
35	24	29 Mar 2027	29 Mar = EASTER MONDAY
36		5 Apr 2027	EASTER BREAK
37		12 Apr 2027	EASTER BREAK
38	25	19 Apr 2027	
39	26	26 Apr 2027	MODIFICATION PANEL
40	27	3 May 2027	BANK HOLIDAY MONDAY
41	28	10 May 2027	

42	29	17 May 2027	
43	30	24 May 2027	END OF SEMESTER 2, TRIMESTER 3, AND ACADEMIC YEAR
44		31 May 2027	BANK HOLIDAY MONDAY AND HALF TERM
45		7 Jun 2027	
46		14 Jun 2027	
47		21 Jun 2027	PRE BOARDS
48		28 Jun 2027	MODIFICATION PANEL
49		5 Jul 2027	STAFF DEVELOPMENT 14th July EXAM BOARDS TUES 6th/WEDS 7th/THURS 8th
50		12 Jul 2027	
51		19 Jul 2027	
52		26 Jul 2027	