



**HIGHER EDUCATION**

**FD Health and Well Being**

**PROGRAMME HANDBOOK 2020/21**



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## **1 Welcome**

### **1.1 Welcome from the Principal**

#### **Welcome from the Principal**



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

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

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

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

We hope you enjoy your time with us.

**Bill Jones**

**Deputy Chief Executive & Principal of Leeds City College**

## 1.2 Welcome from the course team

Welcome to the School of Health and Caring Services and in particular the FD Supporting Teaching and Learning.

This handbook provides you with information about your FD Supporting Teaching and Learning course (which is validated by Leeds University Centre, Leeds City College), the school, 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 all possible help and support to enable you to gain the qualification, prepare you to be successful in the childcare and education sector and also for progression onto a BA (Hons) Degree top-up course if that is your choice.

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

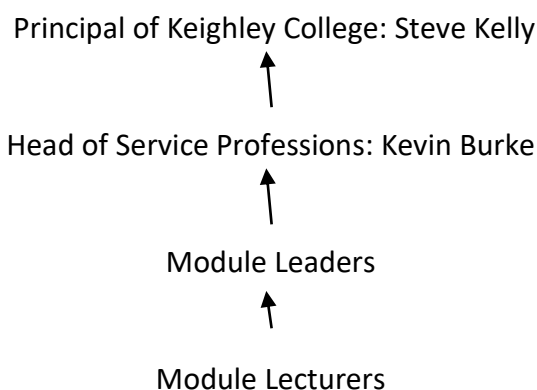
Best wishes to you in your future studies.

Kevin Burke  
Head of Service Professions

## 1.3 Which School is my course in?

Your Foundation Degree course is located in the College's School of Health and Caring Services.

The School's structure is as follows:



#### **1.4 What facilities are available?**

The college has Learning Resource centers and specialist HE librarians. There are HE specific facilities as well as teaching rooms with some computer access. There are some HE private study spaces for both quiet study and group study.

#### **1.5 What can I do once I graduate?**

On completion of your Foundation Degree you can either work in your field, top up to a full Degree or apply to complete a teacher training qualification. Other students have achieved jobs in Primary teaching and Management positions.

Many of our students were employed in the sector prior to starting on the previous FD Learning Support and gained promotions within their workplace or secured new roles within the sector.

## 2.1 Welcome to the course

The FD Supporting Teaching and Learning award reflects the aims of the Leeds City College HE Scheme. The curricula is informed by external reference points, which develop a range of technical, professional, vocational, employability transferable and key skills appropriate to the level of the award, it aims:-

- ◆ To develop lifelong, independent and reflective learners;
- ◆ To enhance the employability and career prospects of learners;
- ◆ To produce capable and well-rounded graduates who will contribute to the skill base of the local economy and region;

The course is delivered over 2 years.

Learners for the part time route are required to hold a relevant level 3 qualification prior to the commencement of the course and to be working in the sector. Those on the full time route need to have some experience with supporting teaching and learning and hold relevant academic qualifications.

## 2.2 Aims of the course

The overall aims of the programme are to:

- Develop a range of technical, professional, vocational, employability, transferable and key skills for supporting teaching and learning.
- Develop lifelong, independent and reflective learners.
- Produce capable and well-rounded graduates who will contribute to the education sector.
- Prepare knowledgeable, skilful graduates with the ability to work towards the changing requirements for supporting teaching and learning in the education sector (4-25 yrs).

## 2.3 Course Learning Outcomes

During your course you will have opportunities to develop a range of academic, professional and transferrable skills relevant to a professional working in the education sector. These will include: - team-working, research, critical evaluation, presentation, independent learning, reflective practice skills and contribute to your continued professional development.

The programme outcomes are listed below.



<b>K1</b>	Critically appraise relevant and conflicting theories, concepts and principles relating to traditional and non-traditional health and well-being.
<b>K2</b>	Critically analyse key values and principles associated with personal and professional development in relation to healthcare in the private, public and voluntary sectors.
<b>K3</b>	Analyse, evaluate and interpret a wide range of data in order to enable unfamiliar/more complex problems and key principles relating to health and wellbeing.
<b>K4</b>	Analyse and appraise key principles when communicating with service users, clients, colleagues and other relevant professional agencies/bodies.
<b>Cognitive/Intellectual Skills</b>	
<b>C1</b>	Analyse the impact of the application of new knowledge and understanding to ethical work practices within the healthcare sector.
<b>C2</b>	Critically evaluate and discuss the application of key principles and values to solve more complex problems.
<b>C3</b>	Demonstrate autonomy and independence within a healthcare setting within relevant parameters of supervision and autonomy, whilst adhering to codes of confidentiality and ethical work practices.
<b>Practical/Professional Skills</b>	
Reflect on personal value systems, development and practices and compare these with alternative systems in healthcare.	
Use research critically and effectively to sustain and develop own practice in the health and well-being sector.	

Critically evaluate practical situations in health and well-being using appropriate tools and methods in relation to the private, public and voluntary sectors.

### Key Transferable Skills

Communicate effectively with a range of people.

Engage in critical reflection in own practice in supporting health and well-being and begin to modify actions appropriately

Demonstrate an effective contribution to team working.

<b>K1</b>	Critically appraise relevant and conflicting theories, concepts and principles relating to traditional and non-traditional health and well-being.
<b>K2</b>	Critically analyse key values and principles associated with personal and professional development in relation to healthcare in the private, public and voluntary sectors.
<b>K3</b>	Analyse, evaluate and interpret a wide range of data in order to enable unfamiliar/more complex problems and key principles relating to health and wellbeing.
<b>K4</b>	Analyse and appraise key principles when communicating with service users, clients, colleagues and other relevant professional agencies/bodies.

## 2.4 What will I learn?

You will study the following 20 credit modules during your full or part time course.

Students studying on the foundation degree full time will attend college for 2 days per week and work placement for a minimum of 10-12 hours per week throughout their study. Full time students also have tutorial and study support sessions on their timetable.

Students studying on the foundation degree part time will attend college for 1 day per week and be employed in a relevant workplace throughout their study. Tutorial sessions will be booked on an individual basis.

All modules are delivered in either semester 1 or semester 2. The modules build upon each other and the placement experience. Please see chart.

#### Level 4

<b>Semester 1</b> Weeks 1-15	Skills for Academic Development	Anatomy and Physiology	Communication and Interpersonal
<b>Semester 2</b> Weeks 16-30	Leadership and Management	Concepts of Health and Wellbeing	Legal Aspects of Health Care

#### Level 5

<b>Semester 1</b> Weeks 1-15	Research Health and Wellbeing	Developing Professional Practice	Mental Health
<b>Semester 2</b> Weeks 16-30		Nutrition	Complementary Therapies

The Foundation Degree is awarded on successful completion of both level 4 and level 5 of the award. If you are unable to continue onto level 5 but have been successful on level 4 you may request a Certificate of Higher Education from the progression and award board.

### 2.5 How will I be taught?

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

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

The learning strategy for this course consists of a blend of lectures, action learning activities, discussion groups and report-back sessions, practical activities, as well as group work sessions.

As the FD Supporting Teaching and Learning 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 How will I be assessed?**

For each module, you will complete one or two assessments which may contain a number of tasks. In addition, tutors may 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, a mark is awarded based on the evidence of the summative assessments.

We aim to use a range of assessment methods throughout the Foundation Degree to build your skills.

See Appendix 3 for Assessment Grid

You will have opportunities to engage in a range of activities in addition to your Higher Education studies, volunteering, student societies, playing in College sports teams and being a student academic representative.

### 3.1 Higher Education Development Office

The Higher Education Development Office (HEDO) has an overarching responsibility for the operation of the Higher Education provision.

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



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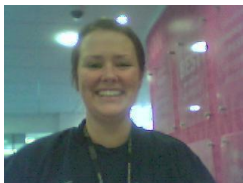


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### 3.2 Who is going to teach me?

Your module lecturers are the members of the College staff who you will have most contact with. Their job is to manage and deliver their part (module) of your programme of study, 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. You are encouraged to voice any concerns that you might have about your work with the lecturer concerned.

Our job is to do all we can to help you succeed but we can't do this unless you talk to us about anything that is worrying you.

You will be allocated a personal tutor whose job it is to deal with any problems that can't be settled at lecturer level, plus more general concerns that you might have, for example any problems you might have which may be affecting your work.

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

	<b>Head of Department</b> Kevin Burke Contact: 0153685113 Kevin.Burke@keighleycollege.ac.uk	Kevin has substantial experience of managing the training of childcare and social care professionals on a wide range of vocational courses at Leeds City College. He is interested in action research, and how this can influence workplace practices.
	<b>Deputy Head</b> Andy Gudgeon Contact: 01535 685113 andrew.gudgeon@leedscitycollege.ac.uk	Andy has substantial experience in secondary and FE settings, he has been an Advanced Practitioner and Teaching and Learning Coordinator for Keighley College. His role has been to develop staff and run the observation process. He is currently studying for his masters in TEL education



	<b>Tutor</b> Nikki Bagri Contact: 01535 685000 Rabinder.Bagri@leedscitycollege.ac.uk	Nikki is a tutor on the HWB.. She has a Masters in Sports Science and has experience working in a number of FE education settings.
	<b>Tutor</b> Rohima Ali Contact: 01535 685000 Rohima.Ali@leedscitycollege.ac.uk	Rohima is a tutor on the FD HWB.. She has Degree in Health and Social Care and has experience working in a number of FE education settings. She has numerous years experience working the care setting with management experience.

For each module, the module leader will set out the preferred method of communicating general information about that module to you, which may be by e-mail or notices posted on the VLE.

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

Leeds City College has five LRCs located across its campuses and centres. The main HE-supporting LRCs are located at Keighley College, Park Lane Campus and Technology Campus.

LRCs provide 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.

Information about LRC opening hours, contact details, facilities and resources is available on the LRC website, accessible from the 'Zones' menu of the College's Student Intranet, from the 'Portal' menu on the College website, or as an app in the College's G Suite for Education app menu.

#### 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, fiction, non-fiction, and comics;
- a broad range of online periodicals, including academic journals, magazines and newspapers;
- other collection items, including DVDs, audiobooks, and games; and
- academic and study skills support guides.

HE students are entitled to borrow up to ten collection items at a time. Most items can be borrowed for a two-week period, renewable twice (online or in-person) unless reserved by another student. There are also one-week loan items, and reference items that may be consulted in the LRC but not borrowed. **PLEASE NOTE:** Students must present their student ID card to borrow books and other LRC collection items. Fines apply to overdue loans.

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

### **How can I get advice and support?**

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

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

## **3.4 Study Facilities**

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

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

## **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 Core Principles:

- Be Respectful – For example, ensure your interactions are always respectful and professionally conducted and College facilities are appropriately used.
- Be Sensitive – For example, be aware of your language and behaviour to ensure it respects others and recognises diversity.
- Be Understanding – For example, ensure there is mutual respect by listening to others (be aware your voice may be more easily heard in some venues than others).
- Be Punctual – For example, make sure you arrive, start and finish on time. Let the appropriate person know if you are delayed. To avoid disruption to others, late entry to a session/appointment may not be possible.
- Be There – For example, actively participate to get the most out of the time available.
- Be Prepared – For example, make sure you have done the necessary preparatory work. If insufficient preparation has been done it may not be possible for the planned activity to take place. Students who have attempted but had difficulty with preparatory work should bring this to the attention of the relevant staff member.
- Be Considerate – For example, use mobile phones and electronic devices with an awareness of how this might impact on others.

Please note that the College has a disciplinary process which can be found at <https://intranet/studentzone/zones/front.jsp?deptcode=201&linkid=984>

### **4.2 Where can I find out about general student regulations?**

These are available on our website via the following link <https://ucleeds.ac.uk/related-documentation/>

### 4.3 What if I'm an international student?

There are new requirements relating to immigration procedures in the UK with the introduction of the Points-Based System. Information is available at:

<http://www.leedscitycollege.ac.uk/courses-apprenticeships/international/>

### 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.

The college policy is to withdraw a student from a course if they do not attend for 4 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 Programme Manager/Award Leader if you are going to be absent for any length of time.

During your course of study, there will be times when you are not able to attend classes because of illness, personal and domestic crises. It is therefore all the more important that you do attend when you are able to otherwise it is very easy to lose the thread of what is going on and become disheartened.

We do not advise that you take holidays in term time. Please see the HE calendar in Appendix 1 for details.

If you are absent you must telephone or email your personal tutor to notify them. Doctor's notes will be required for absences of more than a couple of days or recurring illness. 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.

**Please note – Those students who are eligible for a bursary will find that their payments will be cancelled if they have not met the minimum attendance requirement, and we do not receive a sick note covering any periods of absence, and/or are not up-to-date with their assessed work. (please see the Bursary Policy on the VLE for full details)**

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 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.

Depending on the nature of your illness you may be able to apply for Mitigating Circumstances. For information please see the Student Guide to Extensions and Mitigation which can be found on the VLE.

You can hand in or send medical certificates to Nikki Bagri your Programme Manager.

### **Notification of infectious disease**

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

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

In case of absence from College, you should contact Nikki Bagri on e-mail at [Rabinder.bagri@keigleycollege.ac.uk](mailto:Rabinder.bagri@keigleycollege.ac.uk)

#### **4.6 How do I withdraw from my course?**

If you are considering withdrawal from your course you should speak to your personal tutor or the Students' Union to discuss your reasons. If there is a problem, College or Students' Union staff may be able to help.

If you decide to withdraw from your course or programme of study, you must notify us in writing. This notification must be sent immediately to your Head of Department/Programme Manager and be copied to the HE Registrar Co-ordinator at the following email address: [heregistrar@leedscitycollege.ac.uk](mailto:heregistrar@leedscitycollege.ac.uk)

#### **4.7 Are there any specific course requirements (e.g. placements, DBS checks)?**

You will be required to have an up to date DBS certificate and show this to your course tutor and placement who will take a note of the number and date of issue. If your DBS status alters during your time studying on the course you must notify your programme manager immediately.

Students will need a relevant level 3 qualification and be working/ volunteering in an appropriate setting for approximately 10-12 hours per week.

It is good practice to have a mentor in your workplace to support your studies and discuss the implications on your workplace. We will send periodically for a placement report, and invite your mentor to mentor meetings. If you are unable to have a mentor in the workplace you could use a critical friend in this role, if this were not possible the teaching team would support you with an alternative arrangement.

Students will need to adhere to strict codes of confidentiality and consent relating to their work place throughout seminars, discussions and written work.

#### **4.8 What do I do if I change my details?**

Whenever you change your address and contact details, particularly your mobile phone number, you should inform your Programme Manager/Course Leader immediately. This will ensure we can always contact you in an emergency.

The school will inform you of cancelled classes as soon as possible via 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 exact assessment criteria in each module handbook. 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?

Results from module assessments and decisions on progression to the next level or awards (if you are in the final level) will be displayed on your course notice board. Your notice board is located at the HE area just past the staff and student break out room. Results will also be published on the VLE.

You will normally receive written comments, verbal feedback or group feedback on your work within 3 working weeks of submission of your work. Your module leader will advise as to the format of the feedback.

Feedback on your progress comes in many different forms including written comments about your work, verbal comments from your tutors in class or on a one-to-one basis, discussions with peers in the classroom or outside it, electronic discussion, emails, feedback grids and generic feedback proformas. Receiving and acting on feedback is a continuous part of your learning experience and will help you to develop knowledge about your strengths and weaknesses and improve your learning and performance. Previous students have advised that it is important that you:

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

Your progression from Level 4 to Level 5 and achievement at level 5, and your graduation and classification, are all subject to satisfying the University's assessment and progression regulations. These regulations are available on the website via the following <https://ucleeds.ac.uk/related-documentation/>

## 5.3 What is the marking scheme?

For each module, you will complete one or two assessments which may contain a number of tasks. 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 Assessment Regulations.

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

### Overall grades – Foundation Degrees

In order to determine the overall grade for your foundation degree, the average of the grades you achieved in the second year will be considered and applied as follows:

Overall Grade	Percentage
Distinction	70% - 100%
Merit	60%-69%
Pass	40%-59%



Please note that the above table is 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 VLE

#### **5.4 Will I have to follow a word limit?**

All module specifications and assessment briefs will detail the word count for each task and it is important that you work within this, as this will help to develop your evaluative and analytical skills. It is 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.

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).

The reason for this is that it is part of the assessment to work to the word limit. This develops your analytical and evaluative skills as you have to be selective as to which information you include and leave out.

#### **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 HE Quality and Student Engagement Officer Co-ordinator to put forward a claim for an academic appeal. The Assessment Regulations can be found on the VLE

**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.

Work must be handed in according to the instructions given by the module tutor, which will be detailed in the module handbook. **In the majority of cases this will be via Turnitin.**

Only work that is ready by the agreed deadline can hope to qualify for a good grade.

All work must be uploaded to Turnitin on the Monday of the submission week by 23:59hrs

**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

## **5.7 Can I submit a draft?**

The following guidelines have been drafted to promote consistency across the Higher Education provision within Leeds City College.

### **When can I submit a Draft?**

The latest date for draft submissions to be submitted will be 2 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 2 weeks before the deadline so that you have more time to incorporate the feedback into your work.

### **How much can I submit?**

The draft submission should be no longer than 25% of the maximum words for the assessment component e.g. for a 2000 word report a draft of up to 500 words could be submitted.

### **How many times can I submit a draft?**

You are allowed to submit one 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 your control, you have not performed as well as you could in your assessment. Or there may be circumstances 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** of up to 5 working days, usually for one module only (not available for a reassessment attempt);
- **Suspension of study** for a period of up to 2 years;
- Alternatively, if your problems are outside your control, you can apply for **Mitigating Circumstances**.

If you realise that you are not going to meet the agreed deadline date because of illness or other exceptional circumstance, you must request an extension using the appropriate form. It is important to note that an extension will only be granted when it is clear that exceptional circumstances have prevented you from completing your work on time. Please make sure that you follow the guidance provided on the form and attach appropriate evidence. Please see the Student Guide to Extensions and Mitigation for full details

NB Extensions are an exception rather than the norm.

Please note that short extensions are only available for first submissions.

### Fit to Sit/Submit

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

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

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

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

If you need to apply for an extension you need to speak to Jackie Ingham the Programme Manager who will also give you the appropriate form.

### **Late submission**

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

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

Submission that is late by 7 or more working days: submission refused, mark of 0.

## **5.9 What if I have extenuating circumstances and require a longer extension?**

What follows is a brief summary of the Extenuating Circumstances Regulations. A student guide is available on the VLE

You are strongly recommended to read these Regulations. They provide a detailed explanation of Extenuating Circumstances and the procedures expected to be followed when you feel that your performance in a summative assessment has been affected.

**Extenuating Circumstances are defined as unforeseen and unpreventable circumstances outside the control of the student, which have significantly affected performance and/or attendance in a summative assessment and could not have been remedied in the time available.**

The University recognises that there may be times when your circumstances are such that you cannot complete assessments to the best of your ability, are unable to attend an examination, or are unable to meet an assessment deadline due to adverse circumstances beyond your control. In such circumstances the Extenuating Circumstances Regulations enable you to request that your situation is taken into consideration. You are expected to have taken reasonable steps to ensure that you could not have prevented the circumstances from taking place. It is your responsibility to notify your Programme Manager of any Extenuating Circumstances, which you feel will affect your performance in any summative assessment.

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

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

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

The following points will help you when submitting an application:

#### **Do**

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

#### **Don't**

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

If you require a form, or to discuss mitigating circumstances, please contact Jackie Ingham. If Jackie is unavailable please contact Linda Cawthorne.

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

See the Assessment Regulations for full details. These are available on our website via the following <https://ucleeds.ac.uk/related-documentation/>

## 6 Academic and student regulations

### 6.1 Where can I find the University's academic regulations?

Your progression from level 4 to level 5 and achievement at level 5, your graduation and classification, are all subject to satisfying the University's assessment and progression regulations. These regulations are available on our website via the following <https://ucleeds.ac.uk/related-documentation/>

If you have any difficulty accessing or understanding the information, please discuss this with your Programme Manager.

### 6.2 What is Academic Misconduct?

What follows is only a brief summary of the Academic Misconduct procedure and should be read in conjunction with the Student Guide to Academic Misconduct which is available on the VLE.

You are strongly recommended to read the guide. It provides a detailed explanation of academic misconduct, the procedures which must be followed when an academic misconduct offence is suspected and the possible penalties.

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

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

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

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

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

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

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

The following tips may help you to avoid academic misconduct:

#### **Do**

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

#### **Don't**

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

### **6.3 Are there any regulations relating to use of social media?**

Social media provides wonderful opportunities for life and for learning. The term social media describes the online tools, websites and services that people use to share content, profiles, opinions, insights, experiences, perspectives and media itself. These tools include social networks, blogs, message boards, podcasts, microblogs, livestreams, social bookmarking, wikis



and vlogs. The feature that all these tools, websites and services have in common is that they allow conversations and online interactions between groups of people. These guidelines are not intended to deter individuals from using these communication tools but are necessary to help protect staff and students and to prevent them damaging the college either inadvertently or intentionally.

All students should be aware that failure to follow these guidelines could lead to disciplinary action, and in more serious cases could be considered gross misconduct and may lead to exclusion.

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

For further information and full details please refer to the Student IT and Social Networking Policy which can be found on the Student Intranet.

#### **6.4 Are there any regulations relating to research?**

All work related and research projects will have to be agreed by your tutor to make sure that your plans conform to the College's Research Ethics Guidelines. These can be found on the VLE.

## 7 Quality Control

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

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

The Awarding Body is The Open University. In order to be able to offer this qualification, the College has to gain approval from the university, meeting strict criteria on things like staffing, resources and quality systems. The Open University monitors the quality of the awards through a range of measures. The College is also subject to inspections undertaken by the QAA (Quality Assurance Agency) in order to ensure that prescribed quality standards are being maintained.

Finally all of your tutors will have been observed in action by the College's Learning Observation Team. All Leeds City College tutors have to be observed annually.

### 7.1 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.

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 fees in full 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.**

Within 15 working days of the Board, the Chair of the Examination Board will write to you informing you of the decision of the Board and will give you a copy of your grade profile. If you, when you consider your grade profile, you think you might have grounds to request an Academic Appeal (see the Academic Appeal Regulations/Guide for information relating to grounds) you must initially engage in an informal discussion with the Higher Education Quality and Student Engagement Officer within 10 days of the results being published (not 10 days after receiving your results).

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

A results list will also be published on your course notice board within 15 working days of the Board sitting. This is the official publicising of the results and the appeal time runs from this date. The result list will use student numbers rather than student names so other students will not know your results.

**N.B. It is your responsibility to ensure that your Programme Manager/Award Leader has your correct address. The College will not be responsible for results which are sent to old addresses if you have not updated your contact details. If you do not receive your results within the agreed time it is your responsibility to contact the Higher Education Registrar Coordinator on (0113 2162563) to obtain a replacement letter.**

## **7.2 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. This can be found on our website via the following <https://ucleeds.ac.uk/related-documentation/>

## **7.3 External Examiners**

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

The main external examiner for your course is TBC and they work at TBC. Sometimes, your modules may have a different external examiner and your module leader can provide details on request.

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

## **8 Have your say**

### **8.1 Student course representatives**

Our College is committed to ensuring that the views of students are heard and responded to. This is partly achieved through course-level student course representatives, which are recruited across all courses.

Each course will elect a representative whose responsibility it will be to represent the course group at Course Committee meetings.

Course Committee meetings are an essential part of the College's 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.

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

6th November 2020; 14th March 2020

Course Representatives will also be invited to a Student Pathway meeting in May. This provides an opportunity for all Higher Education Student Representatives to meet together to discuss issues and share good practice.

Our College and the Students' Union work together to raise awareness of student academic representation and to provide training and development for elected representatives. The Students' Union can be contacted on 0113 2162215 or can be found in the Student Union Area.

### **8.2 Module evaluation**

We value your feedback. Our College 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 faculty 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 our College. 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 faculty will also organise a Course Committee meeting to cover your course and level twice yearly, where you can give feedback on your experience of the course to a range of academic staff. Any issues noted at these groups will 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. 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 What happens with my feedback?**

We take your comments very seriously and you can find out what actions have been taken in response to your feedback through your Course Representative, the Students' Union, your tutors or your course Moodle page. The faculty also provides updates on action taken through the "You said, We did" posters prominently displayed around our College.

Students wanted extra support with academic writing and referencing skills. The team designed a programme of ongoing study to support the students in this area.

### **8.5 How would I make a complaint?**

We always hope that your experience of the college and your course will be a positive one, however at times things do go wrong. If you have cause for complaint we would 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 VLE – Complaints Process

## **9 Where to get help**

### **9.1 Student Support**

We are here to make sure that your time with us is as trouble free as possible. If you have a question or want information or need help over and above that which your tutors are able to provide then contact the Higher Education Development Office (HEDO). If we cannot help you immediately, we will let you know who can help you, and in many cases, book an appointment for you if required.

The College provides a good support system but can only help if you use it. If you do have problems contact either your tutor or a member of HEDO staff.

### **9.2 The Virtual Learning Environment (VLE)**

All programmes are supported by the College's VLE which provides a range of resources, activities and information for students. The College utilises Google Classroom as a VLE and you will find that there is a section that provides general information, made available to all Higher Education students, in addition to a programme specific area, 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.

### **9.3 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.

### **9.4 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 College no-smoking policy

## **Fire information**

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

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

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

### **If you discover a fire**

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

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

## **Fire evacuation**

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

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

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

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

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

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

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

The names and telephone numbers of the nearest First Aiders can also be obtained from the Health and Safety team on 2166334.

### **Accident and incident reporting**

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

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

### **Policy statement**

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

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

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



## Assessment Schedule 2020-21

(Please produce a separate schedule for each award/year)

### Level 4

<b>College Week</b>	<b>Commences Monday</b>	<b>Note</b>	<b>Prog. Week</b>
1	27-Jul-20		
2	03-Aug-20		
3	10-Aug-20		
4	17-Aug-20		
5	24-Aug-20		
6	31-Aug-20		
7	07-Sep-20	<b>HE Enrolment</b>	
8	14-Sep-20	<b>HE Enrolment</b>	
9	21-Sep-20	<b>Semester 1 starts</b>	1
10	28-Sep-20		2
11	05-Oct-20		3
12	12-Oct-20		4
13	19-Oct-20	<b>Staff development Day (Fri 23<sup>rd</sup> Oct)</b>	5
14	26-Oct-20	<b>Half Term</b>	
15	02-Nov-20		6
16	09-Nov-20		7
17	16-Nov-20	<b>Task 1 Skills for Academic Development</b>	8
18	23-Nov-20		9
19	30-Nov-20		10

20	07-Dec-20	<b>Task 1 Anatomy and Physiology in Maintaining Health &amp; Well Being</b>	11
21	14-Dec-20		12
22	21-Dec-2020	<b>Christmas Holidays</b>	
23	28-Dec-2020	<b>Christmas Holiday</b>	
24	04-Jan-21	<b>Staff Development Day</b> <b>Task 1 Communication and Interpersonal Skills for The Health Care Profession</b>	13
25	11-Jan-21	<b>Task 2 Skills for Academic Development</b>	14
26	18-Jan-21	<b>Task 2 Anatomy and Physiology in Maintaining Health &amp; Well Being</b> <b>Task 1 Communication and Interpersonal Skills for The Health Care Profession</b>	15
27	25-Jan-21	<b>Semester 2 starts</b>	16
28	01-Feb-21		17
29	08-Feb-21		18
30	15-Feb-21	<b>Half Term</b>	
31	22-Feb-21		19
32	01-Mar-21	<b>Exam Board Week</b>	20
33	08-Mar-21		21
34	15-Mar-21	<b>Task 1 Legal Aspects of Healthcare</b>	22
35	22-Mar-21		23
36	29-Mar-21	<b>(Good Friday 2<sup>nd</sup> April)</b>	24
37	05-Apr-21	<b>Easter Hols (Easter Monday)</b>	
38	12-Apr-21	<b>Easter Hols</b>	
39	19-Apr-21	<b>Task 1 Concepts of Health &amp; Well Being</b>	25
40	26-Apr-21		26
41	03-May-21	<b>Bank Holiday Monday</b> <b>Task 2 Legal Aspects of Healthcare</b>	27

42	10-May-21	<b>Task 1 Leadership and Management</b>	28
43	17-May-21	<b>Task 2 Concepts of Health &amp; Well Being</b>	29
44	24-May-21		30
45	31-May-21	<b>Half Term</b>	
46	07-Jun-21		
47	14-Jun-21		
48	21-Jun-21	<b>Exam Board Week</b>	
49	28-Jun-21		
50	05-Jul-21		
51	12-Jul-21		
52	19-Jul-21		

Level 5

<b>College Week</b>	<b>Commences Monday</b>	<b>Note</b>	<b>Prog. Week</b>
1	27-Jul-20		
2	03-Aug-20		
3	10-Aug-20		
4	17-Aug-20		
5	24-Aug-20		
6	31-Aug-20		
7	07-Sep-20	<b>HE Enrolment</b>	
8	14-Sep-20	<b>HE Enrolment</b>	
9	21-Sep-20	<b>Semester 1 starts</b>	1

10	28-Sep-20		2
11	05-Oct-20		3
12	12-Oct-20		4
13	19-Oct-20	<b>Staff development Day (Fri 23<sup>rd</sup> Oct)</b>	5
14	26-Oct-20	<b>Half Term</b>	
15	02-Nov-20		6
16	09-Nov-20		7
17	16-Nov-20		8
18	23-Nov-20		9
19	30-Nov-20	<b>Task 1 Developing Professional Practice</b>	10
20	07-Dec-20		11
21	14-Dec-20	<b>Task 1 Mental and Emotional Health and Well Being</b> <b>Task 1 Small Scale Research Project</b>	12
22	21-Dec-2020	<b>Christmas Holidays</b>	
23	28-Dec-2020	<b>Christmas Holiday</b>	
24	04-Jan-21	<b>Staff Development Day</b>	13
25	11-Jan-21	<b>Task 2 Developing Professional Practice</b>	14
26	18-Jan-21	<b>Task 2 Mental and Emotional health and Well Being</b>	15
27	25-Jan-21	<b>Semester 2 starts</b>	16
28	01-Feb-21		17
29	08-Feb-21		18
30	15-Feb-21	<b>Half Term</b>	
31	22-Feb-21		19
32	01-Mar-21	<b>Exam Board Week</b>	20
33	08-Mar-21		21
34	15-Mar-21		22
35	22-Mar-21	<b>Task 1 Nutrition and the Impact on Wellbeing</b>	23

36	29-Mar-21	<b>Task 1 Complementary Therapies (Good Friday 2<sup>nd</sup> April)</b>	24
37	05-Apr-21	<b>Easter Hols (Easter Monday)</b>	
38	12-Apr-21	<b>Easter Hols</b>	
39	19-Apr-21		25
40	26-Apr-21		26
41	03-May-21	<b>Bank Holiday Monday</b>	27
42	10-May-21		28
43	17-May-21	<b>Task 2 Nutrition and the Impact on Wellbeing</b>	29
44	24-May-21	<b>Task 2 Complementary Therapies</b>	30
45	31-May-21	<b>Half Term Task 2 Small Scale Research Project</b>	
46	07-Jun-21		
47	14-Jun-21		
48	21-Jun-21	<b>Exam Board Week</b>	
49	28-Jun-21		
50	05-Jul-21		
51	12-Jul-21		
52	19-Jul-21		

**NOTES:**

- The College main sites will be closed for the days stated above and also to students on the Staff Development Days.
- Some programmes may vary from the 2 semester calendar. Students will be informed of these dates at the start of their programme.
- Students may take additional leave for festival days associated with their practised religion. Tutors must be notified in advance.

## Appendix 2 Learning Outcome Grids

Level	Study module/unit	A 1	A2	A 3	B 1	B 2	B 3	C 1	C 2	C 3	D 1	D 2	D3
4	Skills for Professional Development												
	Supporting Technology Enhanced Learning												
	Communication, Language and Literacy												
	Safeguarding Children and Vulnerable People												
	Concepts of Supporting Learning												
	Inclusive Practices												

Level	Study module/unit	A 1	A 2	A 3	B 1	B 2	B 3	C 1	C 2	C 3	D 1	D 2	D 3
5	Contemporary Education Agenda												
	Supporting Science												
	Learning, Being and Becoming												
	Working in Collaborative Practice												
	Research Informed Practice												
	Supporting Numeracy												

### Appendix 3 Assessment Grids

Level 4	Report	Leaflet	Portfolio	Seminar/ Presentat ion	Case Study	Project	Article
Skills for Professional Development				40% 10mins			60% 2000 words
Supporting Technology Enhanced Learning	50% 1500 words			50% 15mins			
Communication, Language and Literacy				40% 10 mins		60% 2000 words	
Safeguarding Children and Vulnerable People	60% 1800 words	40% 1200 words					
Concepts of Supporting Learning			100% 3000 words				
Inclusive Practices	40% 1000 words				60% 2000 words		

Level 5	Report	Personal Development Plan	Case Study	Research Project	Essay	Action Plan and literature review	Evaluation/ Evaluative observations	Micro teach/presentation
Contemporary Education Agenda					100% 4000%			
Supporting Science							40% 1500 words	60% 15 mins
Learning, Being and Becoming				60% 2500 words			40% 1500 words	
Working in Collaborative Practice			100% 4000 words					
Research Informed Practice				60% 5000 words		40% 3000 words		
Supporting Numeracy	60% 2000 words	40% 1000 words						



#### Appendix 4 Assessment Timetable

<b>College Week</b>	<b>Commences Monday</b>	<b>Notes</b>	<b>Prog. Week</b>
1			
2	7-Aug-17		
3	14-Aug-17		
4	21-Aug-17		
5	28-Aug-17	<b>Bank Holiday - 28 August 2018</b>	
6	4-Sep-17	<b>Start of Autumn Term – Monday, 4 September 2017</b>	
7	11-Sep-17	<b>HE Induction Week</b>	
8	18-Sep-17		1
9	25-Sep-17		2
10	2-Oct-17		3
11	09-Oct-17		4
12	16-Oct-17		5
13	23-Oct-17	<b>October Half Term</b>	
14	30-Oct-17		6
15	6-Nov-17	L4 Safeguarding Children and Young People- T1	7
16	13-Nov-17		8
17	20-Nov-17		9
18	27-Nov-17		10
19	4-Dec-17	L4 Skills for Academic Development- T1	11
20	11-Dec-17	L4 Communication, Language and Literacy T1	12

21	18-Dec-17	<b>Christmas Holidays</b>	
22	25-Dec-17	<b>Bank Holidays ( Christmas Day and Boxing Day)-</b> 25 and 26 December 2017	
		<b>Christmas Holidays – College closed</b>	
23	1-Jan-18	<b>Bank Holiday – Monday, 1 January 2018 (New Year's Day)</b>	13
		<b>All Staff Development Day – Tuesday, 2 January 2018</b>	
		<b>College open Wednesday, 3 January 2018</b>	
24	8-Jan-18	L4 Skills for Academic Development- T2	14
25	15-Jan-18	L4 Communication, Language and Literacy T2	15
		L4 Safeguarding Children and Young People- T2	
26	22-Jan-18		16
27	29-Jan-18		17

<b>College Week</b>	<b>Commences Monday</b>	<b>Note</b>	<b>Prog. Week</b>
28	5-Feb-18		18
29	12-Feb-18	<b>February Half Term</b>	
30	19-Feb-18	<b>Staff Development Day – Tuesday, 20 February</b>	19
31	26-Feb-18		20
32	5-Mar-18		21
33	12-Mar-18		22
34	19-Mar-18		23
35	26-Mar-18	L4 Supporting Technology Enhanced Learning- T1	24
		<b>Bank Holiday (Good Friday) – College Closed on Friday 30 March 2018</b>	
36	2-Apr-18	<b>Bank Holiday (Easter Monday) – College Closed, Monday 2 April 2018</b>	

		<b>Easter Holidays</b>	
37	9-Apr -18	<b>Easter Holidays</b>	
38	16-Apr-18	<b>Start of Summer Term</b>	25
39	23-Apr-18	L4 Concepts of Supporting Learning- T1	26
40	30-Apr-18	L4 Inclusive Practice- T1	27
41	7- May-18	<b>Bank Holiday (May Day)- College closed, 7 May 2018</b>	28
		L4 Supporting Technology Enhanced Learning- T2	
42	14-May-18	L4 Inclusive Practice- T2	29
43	21-May-18	L4 Concepts of Supporting Learning T2	30
44	28-May-18	<b>Bank Holiday (Spring Bank) – College closed on Monday 28 May 2017</b>	
		<b>Half Term</b>	
45	4-Jun-18		
46	11-Jun-18		
47	18-Jun-18		
48	25-Jun-18		
49	2-Jul-18	<b>Self-assessment, Development and Well-being Week</b>	
50	9-Jul-18		
51	16-Jul-18		
52	23-Jul-17		
		<b>Start of summer holidays- 26 July 2018</b>	