



**HIGHER EDUCATION**  
**LLB (Hons)**  
**PROGRAMME HANDBOOK 2019/20**





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# **1 Welcome**

## **1.1 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.

A handwritten signature in black ink, appearing to read 'Col. Booth'.

**Colin Booth**  
**Chief Executive & Principal**

## **1.2 Welcome from the course team**

Welcome to the Department of HE Law, Leadership & Business and in particular the LLB (Hons).

This handbook provides you with information about your LLB (Hons) course (which is validated by The Open University), 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 all possible help and support to enable you to gain the qualification, prepare you for success in the your legal career and also for progression onto further legal study, 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 in your future studies.

Katie King  
Programme Manager  
LLB (Hons), FD & BA (Hons) Law & Criminal Studies

### **1.3 Which Department is my course in?**

The Department of HE Law, Leadership & Business is made up of 3 distinct areas that service a variety of learners in Higher Education courses either on a full time, part time or apprenticeship basis. The management team consists of Nicola Johnson who is the Head of HE Law, Leadership & Business, Sarah Cook who is the Programme Manager for Business and Management and Leadership and Management and Katie King who is the Programme Manager for Law. Our aim is to provide a comprehensive range of education, training and personal development programmes that satisfy the needs of individuals and organisations.

With Leeds being the UK's fastest growing city, and classed as the UK's largest financial and business services centre outside of London, the faculty is focused on offering courses which encompass the needs of employers and learners and enhance the skills offered to those going on to work in industry and commerce.

We cover learning in Leadership and Management, Law and Legal Studies and Business and Management. As a department within Leeds City College, we have developed to provide a mix between training and education in order to improve both your technical knowledge and skills for employment in organisations in the city, national and international arena.

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

Your course will be delivered in the University Centre at the Park Lane site. Recently refurbished, the centre provides a hub for your HE studies. You will also have access to the learning centre facilities and cafeteria. The LLB will be delivered in dedicated departmental rooms with interactive teaching aids. You will be given full access to the Virtual Learning Environment 'Google Classrooms', with the aid of a Chromebook.

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

Our graduates will hold a qualifying law degree and be able to progress to the Legal Practice Course (LPC) or the Bar Professional Training Course (BPTC) to begin the qualifying route to becoming a solicitor or barrister. Additionally, in the final year of the LLB, our students will have the opportunity to become dual qualified by choosing to work towards the CILEx Graduate Fasttrack Diploma. Our graduates will therefore be able to apply for Legal Executive jobs with rights of audience in the lower court, without further study. Further possibilities for progression include a qualification through the National Association of Licensed Paralegals Level 7, other academic studies or related employment.

The LLB (Honours) is a highly regarded qualification in industry and can open up many possibilities in terms of graduate opportunities and schemes worldwide.



## **2 About your course**

### **2.1 Welcome to the course**

Welcome to the LLB (Hons) programme. The qualifying degree is an excellent stepping stone to either further your studies in law or seek employment in the legal sector. The award is a balance between the employability and professional development skills essential for a Law Degree and the technical modules needed for qualifying status. The award is devised with reference to external benchmarking to develop the curriculum and other external reference bodies to promote an integrated multi-agency framework approach to teaching, learning and assessment related to the legal sector.

### **2.2 Aims of the course**

The LLB (Hons) aims to:

- Deliver a rigorous education experience in the discipline of law and inculcate the highest standards in clarity, integrity and objectivity;
- Enable students to develop an understanding of the nature of law and the theoretical and multi-disciplinary influences on its development;
- Develop students' analytical, problem-solving and critical skills in relation to the creation, interpretation, application and development of law;
- Provide the opportunity to study a wide range of challenging and vocationally relevant law modules and engage in extended research and study specialist law modules;
- Provide the opportunity to study professional Chartered Institute of Legal Executives modules to achieve the Graduate Fast Track Diploma;
- Produce graduates who are equipped for training and employment in the legal profession and in other fields of employment or to undertake postgraduate study.

It may be useful to explain some terms that apply to the programme. This handbook is concerned with the Single Honours 3-year full time programme. "Qualifying" for these purposes means that the degree affords exemption from the "academic stage of training" for both the Bar Council (the governing body for barristers) and the Solicitors' Regulatory Authority (the governing body for solicitors). For both branches of the profession you need to undertake a further course of study which is called the "vocational stage of training" before you can begin the practical stage of training for either profession. In order for a law degree to be "qualifying" it must include the seven "foundation subjects": Contract, Criminal Law, Public Law (our module is called Citizen and the State), Tort, Land Law, Equity and Trusts and European Union Law; the study of English Legal Method and English Legal System and a minimum of other law related subjects. All of the "foundation" subjects are compulsory. It will be useful to read more about the professions. The regulations regarding qualifying status will be explained in more detail in induction.

For more information, please visit the following websites.

<http://www.sra.org.uk>

<http://www.barstandardsboard.org.uk>

<http://www.info@cilex.org.uk>

## 2.3 Course Learning Outcomes

Learning Outcomes	
The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:	
Knowledge and Understanding	
<b>K1</b>	Choose, plan and manage a negotiated, extended piece of work applicable to the legal sector
<b>K2</b>	Demonstrate a systematic, comprehensive and detailed knowledge of aspects of substantive law, informed by legal doctrine, current thinking and developments
<b>K3</b>	Appraise, synthesise and critically evaluate principles of law, legislation and case law to draw justified conclusions
Cognitive/Intellectual Skills	
<b>C1</b>	Objectively consider established legal principles, case law and legislation using balanced, logical and supported argument
<b>C2</b>	Demonstrate intellectual flexibility and openness to new ideas in relation to law and the legal sector
<b>C3</b>	Analyse, interpret, challenge, and critically evaluate a range of complex data, including textual, numerical and statistical
<b>C4</b>	Select and accurately use established techniques of application in complex actual or hypothetical legal problems
Practical/Professional Skills	
<b>P1</b>	Competently act autonomously with limited supervision within agreed guidelines
<b>P2</b>	Analyse and critically evaluate the impact of a contemporary legal, ethical, and economic issues that are relevant and applicable to UK law within the social, national and global context.
Key Transferable Skills	
<b>T1</b>	Plan, manage and critically evaluate your own learning, using appropriate planning and record keeping and reflective practice.
<b>T2</b>	Communicate clearly, fluently and effectively in a range of styles appropriate to the context of assessment and audience, in an oral and/or written sense
<b>T3</b>	Demonstrate the ability to engage with professional/academic skills within the context of the legal sector, e.g. reflective practice and the ability to effectively work in a collaborative manner

The award aims to provide curricula, 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. The aim is to develop lifelong, independent and reflective learners.

## 2.4 What will I learn?

<b>LEVEL 4 – All core modules</b>	
<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
Legal Foundations	Law of Contract
Professional Development	Law of Tort
Criminal Law	Citizen and the State
<b>LEVEL 5 – all core modules</b>	
<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
Work Related Learning	Legal Research Methods and Skills
Land Law	Equity and Trusts
European Union Law	Human Rights
<b>Level 6 – Core + Options</b>	
<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
Dissertation (Core)	
Criminal Justice (Option)	Civil Litigation (Option)
Family & Child Law (Option)	
Criminal Litigation (Option)	

At Level 6, in addition to the Dissertation module which is compulsory, four options need to be chosen. NB we cannot guarantee that all option modules will be available every year – This will depend on student numbers and choices within each group.

### Level 4 (Year 1)

#### Legal Foundations

The module will equip students with an understanding of the English Legal system by providing students with an overview of different institutions of dispute resolution; Civil courts, Criminal courts and alternative dispute resolution (ADR). The module aims to provide students with a broad and critical understanding of the structure and functions of the elements of a legal system with a particular focus on analyzing case law, precedent and understanding statutory interpretation. The module will provide students with an understanding of the various sources of law, how the sources are created and how they are used in academic studies and in practice. The module will use current and contemporary examples to compliment the content and facilitate deeper understanding about the practice of law. Guest Speakers will highlight the reality of the legal sector and court visits and a mock hearing will demonstrate the significance

of the key skills developed in the module.

### **Law of Contract**

The Law of Contract is one of the most fundamental aspects of law and underpins other modules such as Commercial Law. Contracts are things that we all encounter every day. All contracts are agreements but not all agreements are contracts. This module will begin with the study of the elements which distinguish purely informal agreements from those which are enforceable in law. The law of contract has many established principles for allocating responsibility when problems happen and the module will cover these.

### **Law of Tort**

This module will cover a range of civil actions that fall within the area of tort and which consider the idea of compensation. This module develops your understanding of the way tort seeks to apportion liability and award damages to compensate the injured party. There will be coverage of negligence which is one of the most prominent areas of tortious liability and development of academic and reflection skills.

### **Criminal Law**

The criminal law presents an interesting and challenging area of study. This is the module you will be most familiar with if you have not studied law before. You will be introduced to the nature of criminal conduct and the basic elements of a crime. These will then be placed in the context of some specific offences for example non-fatal offences and homicide. General defences will also be considered in light of their effect on criminal liability.

### **Citizen and the State**

In this module you will look at the structure and functions of the State and the relationship between the State and the individual. The nature of the UK constitution will be looked at and you will gain an insight into the extent to which the power of the State is now exercised by Parliament and the Government and into the controls which are available on the way in which the power is exercised.

### **Professional Development**

This very significant module focuses on the development of you both academically and professionally and on the importance of this development. The legal sector will be discussed and contemporary legal and ethical issues discussed. This module is the beginning of your continuous professional development. Transferable skills will be looked at and the significance of developing employability skills will be covered.

### **Level 5 (Year 2)**

#### **Equity and Trusts**

You will begin this module by considering the development of Equity alongside the common law to provide justice in cases where either the law provided no remedy or the remedy was

inadequate. You will begin to understand the importance of the remedies provided by equity in civil actions today.

### **Human Rights**

You will examine the relationship between the individual and the State in this very interesting module and will also develop awareness of the ways in which the State can be held accountable for the misuse of power. There will be much debate and discussion of topical issues so as to further develop analysis and critical evaluation of contemporary concerns.

### **Legal Research Method and Skills**

In this module you will concentrate on developing your research and presentation skills, so that you are well prepared to begin your dissertation in year 3. There will be practical exercises so that you become familiar with the different types of research methods which serve as very useful skills for the future. There will also be a focus on further developing your verbal presentation skills.

### **Work Related Learning**

This important module focuses on a knowledge and awareness of the legal sector and contemporary practices. You will be encouraged to critically analyse the sector and develop your employability skills, focusing on independence and reflection. There will be coverage of current legal and ethical issues within the sector and current and future opportunities. The aim is to discuss and develop areas that will be of great use when you seek employment.

### **Land Law**

This very useful module will allow you to appreciate key areas of land law. This will involve the nature of property rights and ownership of land. You will also develop a critical awareness of ownership of land, easements and covenants and further develop your academic and reflection skills.

### **European Union Law**

This module will introduce you to the institutions to the European Union and in particular, the institutions that are involved in making law and interpreting law. You will explore the way in which European Union law works and the way it affects the legal system of the UK. You will then consider the law in relation to the movement of goods.

### **Level 6 (Year 3)**

#### **Dissertation**

**(core)**

This is an opportunity to contribute to the sum of legal knowledge. You will be allocated a

dissertation supervisor and in the module, you have the opportunity to express yourself and use all the skills you have acquired during your years of study. You will independently pursue an ethically appropriate area of interest related to the legal sector. It is your chance to choose your topic and content and shine and flourish. It may even be the start of a lifetime of research.

## **Options**

You will have the opportunity to discuss all the options before you make your choice. (Options will run subject to sufficient numbers). The following is a brief outline of the areas covered;

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### **Family and Child Law**

This module develops an understanding of the fundamental principles of Family and Child Law, placing these in the context of rapidly changing value systems, state intervention and regulation of the individual in the family.

### **Criminal Justice**

This module explores the criminal justice sector, related agencies and the concept of criminology. Current issues on policing, sentencing and punishment will be discussed and analysed.

### **Civil Litigation**

This practical module will develop knowledge and understanding of civil law advice and case work. The focus will be on a critical coverage of the processes and procedures and will be of tremendous use in the future if you pursue this area.

### **Criminal Litigation**

This practical module will develop knowledge and understanding of criminal law advice and case work. You will be encouraged to critically evaluate the processes and procedures and this will be valuable if you pursue this area of interest or work.

## **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.

A range of teaching and learning methods are employed as appropriate to the level and topic.

Whole cohort lecture sessions will be predominantly used to deliver information and develop students' knowledge and understanding of the law and legal concepts being covered. Lectures will often be used to introduce new topics and consolidate main principles. Lectures may be supplemented through on-line materials and activities on Google Classroom. Lectures will be reinforced by a variety of methods, for example, students will be expected to supplement lectures by additional reading, research and preparation for seminars.

In seminars you build on the knowledge and understanding acquired in lectures and develop your skills of analysis and critical evaluation. Seminars are intended to extend you and allow you to progressively develop your ability to analyse, evaluate and apply law in a variety of different ways. Seminars will also provide the opportunity to develop a number of other skills depending on the module and the exercises undertaken. You may work in teams in tackling problem solving activities, may present your work to the group orally or peer review a colleague's. Some seminars may adopt a practical workshop approach which will give the opportunity to focus on skills based learning, in particular skills of advocacy, interviewing, research and legal writing.

Formative assessments will be used in seminars and feedback and feedforward given so as to facilitate progressive development. High quality and timely feedback on formative assessments will form an important aspect of the assessment strategy and will be evident in all modules.

The learning process is designed to be developmental and the expectations of achievement at each level. There is a focus on progressive development of legal skills, including research, analysis, critical evaluation and employability skills.

In addition to tutorials, in some modules pastoral tutorials and group tutorials are provided for all students. Various teaching methods will be used to enhance the experience and enjoyment of the modules. For example, presentations, peer assessment of presentations and written answers, case notes, mock exam questions and interactive activities will be used in Tort.

Feedback and feedforward will be given on all activities. Moots, quiz activities and students reporting back on the findings of visits will be used in the Legal Foundations module. The visits could be to the Magistrates Court, Crown Court, Combined Courts or Employment Tribunal. Student-led tutorials will also be used and these will consist of action learning activities, discussion groups and report-back sessions that will allow students to develop research, communication and teamwork skills. Guest speakers will also be used in the modules to further expand on awareness of the legal sector. These will be local practitioners in both civil and criminal litigation. Other examples of the different teaching and learning methods include the use of debates in Criminal law and European Law, multiple choice questions and role play activities in Contract law and Oscola activities in Criminal law and Legal Research Method and Skills. Debates and role play will be used in Criminal Justice and Client Care, and case studies in Criminal Litigation and Civil Litigation.

The opportunities for eLearning within the college are strong with a background in the use of VLEs and the introduction of Google Classroom. The eLearning team support staff in the use of this and there are eLearning Mentors specifically for the support of Law and Legal Services. Staff have made good use of this VLE and there have been positive comments from students about how it has enhanced their learning. The aim is to ensure all students have access to technology to enhance and manage their learning with appropriately skilled staff. E-learning is integrated within the curriculum where appropriate and will be used to enhance teaching, learning and assure academic standards. The use of e-learning is increasing and is evident in the use of multiple choice questions

in the Contract module, Oscola activities in Criminal law and Legal Research Method and Skills, interactive activities in Land law, Tort and Family and Child Law and Discussion Boards in Criminal law, Equity and Trusts and Commercial Law. Google Classroom support and activities is also part of the Programme.

As LLB (Hons) 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?**

Assessment methods will vary according to the needs of the different modules and the level at which they are being taught. Assessment methods include examinations (seen and unseen, open and closed book), coursework, moot, project and presentations.

Formative assessment, with high quality and prompt feedback, is integral to the modules and there will be opportunities for formative assessment and feedback, and feedforward in all law modules; examples include scenario questions, timed questions, discussion boards, presentations and mocks.

In-course and end of course assignment work weighted according to the level and module includes: essay production of varying word length, problem solving tasks of increasing complexity, case notes, presentations, discussion boards, written and oral, with and without appropriate aids, individual and group prepared. Examinations are weighted appropriately and range from incorporating seen and compulsory questions through pre-released case study based examinations and prior indication of topics to traditional unseen restricted choice papers. Examinations will include a range of essay and problem based questions of varying lengths and complexity.

See Appendix 3 for Assessment Grid

The LLB (Hons) is a qualifying law degree. Qualifying status will apply to all the foundation law modules that you pass without the need for compensation. If you are compensated in a foundation law module then qualifying status will not apply to that module which will result in your overall degree not being a qualifying law degree.

It is extremely important that you make an attempt at each assessment for every module. This provides evidence that you have engaged in your studies throughout the year. Please note that if you have not made an attempt on all assessments on your course you may not be allowed to undertake resits as the examination board could regard you as not having engaged with your course of studies.

IT IS BROUGHT TO YOUR ATTENTION THAT FOR THE PURPOSES OF THE PROFESSIONAL BODIES AND THEREFORE THE “QUALIFYING STATUS” OF YOUR DEGREE THE TOTAL NUMBER OF ATTEMPTS YOU MAY HAVE TO PASS AN ASSESSMENT IN A FOUNDATION SUBJECT IS THREE, AND ALL FOUNDATION SUBJECTS MUST BE PASSED.



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 Student Support System**

#### **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 they would wish. In times like these, there is a comprehensive support and welfare structure available to help with all kinds of different problems. If you have a question or want

information or need help over and above that which your tutors are able to provide then contact the 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.



**Dean of Higher Education**

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**Higher Education Admissions Officer**

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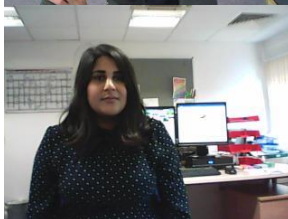
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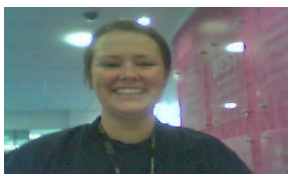
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**Heart NCOP Activities and Events Officer**

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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 are 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 cannot do this unless you talk to us about anything that is worrying you.

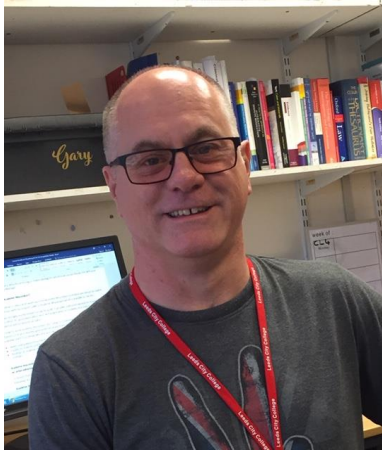
You will be allocated a personal tutor whose job it is to deal with any problems that cannot be settled at lecturer level, plus more general concerns that you might have, for example any problems you might have which may be affecting your work.

The Programme Manager (PM) has overall responsibility for the running of the LLB (Hons) 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.

	<p><b>Head of HE Law, Leadership &amp; Business</b></p> <p><b>Nicola Johnson</b>  <a href="mailto:Nicola.johnson@leedscitycollege.ac.uk"><u>Nicola.johnson@leedscitycollege.ac.uk</u></a></p>	<p>Nicola is a Solicitor and experienced lecturer with a specialist interest in Family and Child law and Human Rights. Nicola is the Head of HE Law, Leadership &amp; Business.</p>
	<p><b>Programme Manager</b></p> <p><b>Katie King</b>  <a href="mailto:Katie.king@leedscitycollege.ac.uk"><u>Katie.king@leedscitycollege.ac.uk</u></a></p>	<p>Katie has recently completed her BPTC LLM in addition to her fully qualifying LLB. Katie teaches on a range of programmes and modules, with a specialism in litigation and advocacy. Katie is Programme Manager for the LLB and Foundation Degree in Law and Criminal Studies. Her areas of research interest are advocacy and litigation.</p>

	<p><b>Tutor Carlie Lowe</b></p> <p><u><a href="mailto:Carlie.lowe@leedscitycollege.ac.uk">Carlie.lowe@leedscitycollege.ac.uk</a></u></p>	<p>Carlie is an LCC LLB &amp; PGCE graduate who trained within the department and, as a departmental alumnus, has a real understanding of our students and their learning. Carlie has taught on a range of courses at various levels, throughout FE and HE. Her focus is Contract Law and her interest is penal reform.</p>
	<p><b>Tutor Debbie Hoos</b></p> <p><u><a href="mailto:Debbie.hoos@leedscitycollege.ac.uk">Debbie.hoos@leedscitycollege.ac.uk</a></u></p>	<p>Debbie is an LCC LLB &amp; PGCE graduate who trained within the department and, as a departmental alumnus, has a real understanding of our students and their learning.</p> <p>Debbie has taught on a range of degree</p>

		and professional courses, and her research interests are focused on criminal studies and justice.
	<b>Tutor Gary Heighway</b> <a href="mailto:Gary.heighway@leedscitycollege.ac.uk">Gary.heighway@leedscitycollege.ac.uk</a>	<p>Gary completed his BA (Hons) in Policing Studies at Liverpool John Moores University and Dip. In Safety, Health &amp; Environmental Management at Nottingham Trent University. He is currently working towards a Masters in International Policing at the University of South Wales.</p> <p>Gary has a unique breadth of experience of experience with over thirty years in policing, predominantly within uniformed operational and specialist roles. Supported by experience as</p>

		<p>Police Decision Maker within Corporate Criminal Justice Department advising on disposal of in custody and non-custody investigations.</p> <p>Gary has worked within Merseyside, regionally, nationally and internationally in the provision and development of advice, policy, manuals of guidance and strategy.</p> <p>Gary is dedicated to the development of others in order to further professionalise individuals and policing as a whole. This being reflected in his experience within the Police Service within Training and Development within the roles</p>
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		<p>of instructor, trainer, training development officer, assessor and quality assurer.</p> <p>Developing personal, public, organisational and legislative training programmes for officers and staff; across all ranks inclusive of command level training.</p> <p>Gary is also an experienced Health &amp; Safety professional, being a member of the Chartered Institute of Occupational Safety and Health.</p> <p>Gary is a specialist in personal, public and organisational safety in relation to the maintenance of public order at operational, tactical and strategic</p>
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		command levels.
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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 LRCs are located across its campuses and centres. The main HE-supporting library is located in the University Centre. 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, and by contacting the specific campus.

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

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

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

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

A team of Study Support Officers are also available in LRCs to assist students with locating and borrowing books and other materials, using LRC facilities, and making the most of the College's learning and study resources. Students may contact Marie Colella, the Law Librarian, for specific support.

### **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 and library, including a Research Skills Hub where you can seek help with academic writing, referencing etc. In the Study Zone you will find a combination of individual and small group study areas with access to PCs. In addition to the provision of PCs there are also a small number of MACs available for use.

Our other campuses 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.

(Taken from the Teesside University 'A Guide to Promoting a Mutually Respectful University Community'.

Please note that the College has a positive behaviour policy 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](#).

### 4.3 What if I am 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 Head of department/Programme Manager 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 Katie King.

### **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 Katie King on 0113 216 2099 or e-mail at [katie.king@leedscitycollege.ac.uk](mailto:katie.king@leedscitycollege.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 Katie King 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 are encouraged to find actual work experience whilst on programme. The College can try to assist in finding this work experience, and there are modules where this work experience will become relevant to assessment, for instance the litigation modules at level 6 and the Work Related Learning module at level 5.

#### **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 Katie King 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 Assessments

Your work is assessed in terms of its ability to achieve the learning outcomes for the module. You will find the 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 available through your Proportal account (your tutors will provide you with guidance regarding accessing this).

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. These results must be considered as interim until they are ratified by a board.

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 do 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 [link](#).

## 5.3 What is the marking scheme?

For each module, you will complete one or two assessments. In addition, tutors will set ungraded or formative assessments as part of the learning process. 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 – LLB Honours

Degree Classification	Percentage
First Class	70% - 100%
Second Class (upper division)	60% - less than 70%
Second Class (lower division)	50% - less than 60%
Third Class	40% - less than 50%

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 has been applied to produce your mark. If you wish to appeal the decision of an Assessment Board, you may do so but only under specific grounds and after your results have been ratified by an Assessment Board. Please note that this is not a procedure to challenge academic judgment. If you feel you have grounds for an academic appeal you will need to contact the HE Policy and Compliance Officer to put forward a claim for an academic appeal. 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 submitted by the agreed deadline may qualify for a good grade.

Work shall be handed in through Turnitin. Instructions for Turnitin access will be given in induction.

**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

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

Yes. 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 cannot 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, 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** Normally for 5 working days, usually for one module only (not available for a resit attempt);
- **Suspension of study** for a period of up to 2 years;
- Alternatively, if your problems are exceptional and 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 are preventing 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.

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

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.

You may approach Katie King who will advise on the evidence required for a successful extension. All forms are in the 'about' section of each Google Classroom.

### **Late submission**

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

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

Submission that is late by 7 or more calendar days: submission refused, 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 would be affected.

**Extenuating Circumstances 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.**

The University College 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 ability to undertake a 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 re-sit opportunities offered by the relevant Examination Board. However, Short-Extensions will not normally be allowed for re-sits because of the need for timely progression to the next stage at the beginning of the academic year.

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

The following points will help you when submitting an application:

### **Do**

- Review the grounds for applying for extenuating circumstances (see Student Guide to Extensions and Mitigation).
- Seek guidance from Katie King 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 Katie King 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, e.g. doctor's letter.

Extension and Mitigation forms are available on Google Classrooms and must be submitted to Katie King in C3.15 University Centre, or electronically. Decisions in relation to extensions and mitigation are made by the panel who periodically convene.

## **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 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 [link](#).

### 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 one of the following repeat options:

- (a) Partial retake as fully registered student:
  - (i) You would not be permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year,
  - (ii) You would have full access to all facilities and support for the modules and/or components being repeated,
  - (iii) The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,
  - (iv) You would retain the marks for the modules and/or components already passed,
  - (v) No further resit opportunities would be permitted.
- (b) Partial retake for assessment only:
  - (i) As above except that access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.
- (c) Full retake:
  - (i) This is only permitted where you have extenuating circumstances;
  - (ii) You do not progress to the next stage of the programme but instead repeat all the modules in the current stage during the following academic year,
  - (iii) You have full access to all facilities and support,
  - (iv) The marks that can be achieved are not capped, and you would normally be entitled to the resit opportunities available. However, you would not be able to carry forward any credit from previous attempts at the stage.

**Please note that there would be a charge for any re-study opportunity offered.**

## 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 academic regulations. These regulations are available on our website via the following [link](#).

If you have any difficulty accessing or understanding the information, please discuss this with Katie King.

### 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 advised 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 removal 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 do not 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 do not 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, lifestreams, 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 are 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, your results will be published through your Proportal account where you will be able to access a copy of your grade profile. If you, when you consider your grade profile, think you might have grounds to request an Academic Appeal (see the Academic Appeal Regulations/Guide for information relating to grounds) you must initially engage in an informal discussion with the Education Policy and Compliance Officer 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 Student Guide to Appeals, which can be found on the VLE, for further information.

**N.B. It is your responsibility to ensure that your Head of Department/Programme Manager has your correct address. The College will not be responsible for results which are sent to old addresses if you have not updated your contact details. If you do not receive your results within the agreed time it is your responsibility to contact the Higher Education Registrar Co-ordinator on (0113 2354566) 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 [link](#).

## **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 David Rigg and he works at Manchester Metropolitan University. 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 three times per academic year – dates for your Course Committee meetings are:

08/11/18

14/03/19

13/06/19

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 three times 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 Google Classroom.

Alterations have been made to assessment type, modules and assessment schedules in response to student feedback.

### **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 obstruct 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 effects 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.

**Appendix 1 Higher Education Calendar 2019-20**

<b>College Week</b>	<b>Commences Monday</b>	<b>Note</b>	<b>Prog. Week</b>
1	29-Jul-19		
2	5-Aug-19		
3	12-Aug-19		
4	19-Aug-19		
5	26-Aug-19	<b>Bank Holiday – 26 August 2019</b>	
6	2-Sep-19		
7	9-Sep-19	<b>HE Enrolment Week</b>	
8	16-Sep-19	<b>Induction Week – Start of Semester 1</b>	1
9	23-Sep-19		2
10	30-Sep-19		3
11	7-Oct-19		4
12	14-Oct-19		5
13	21-Oct-19		6
14	28-Oct-19	<b>Reading Week</b>	
15	4-Nov-19		7
16	11-Nov-19		8
17	18-Nov-19		9
18	25-Nov-19		10
19	2-Dec-19		11
20	9-Dec-19		12
21	16-Dec-19		13
22	23-Dec-19	<b>Bank Holidays – 25 and 26 December 2019</b>	
		<b>Christmas Holidays (College Closed 27 December 2019) (full time students off)</b>	
		<b>Christmas Holidays (College Closed 30-31 December 2019)</b>	



23	30-Dec-19	<b>Bank Holiday – 1 January 2020 (New Year's Day)</b>	
		<b>2 January- staff return</b>	
		<b>(full time students off all week)</b>	
24	6-Jan-20	<b>Students Return</b>	14
25	13-Jan-20		15
26	20-Jan-20	<b>Start of Semester 2</b>	16
27	27-Jan-20		17
28	3-Feb-20	<b>7<sup>th</sup> February – Deadline for Mitigation Claims</b>	18
29	10-Feb-20		19
30	17-Feb-20	<b>Reading Week</b>	
31	24-Feb-20		20
32	2-Mar-20	<b>Exam Boards</b>	21
33	9-Mar-20		22
34	16-Mar-20		23
35	23-Mar-20		24
36	30-Mar-20		25
37	6-Apr-20	<b>Easter Holidays</b>	
		<b>Bank Holiday (Good Friday) – 10 April 2020</b>	
38	13-Apr-20	<b>Easter Holidays</b>	
		<b>Bank Holiday (Easter Monday) – 13 April 2020</b>	
39	20-Apr-20		26
40	27-Apr-20		27
41	4-May-20	<b>Bank Holiday – College Closed 8 May 2020</b>	28
42	11-May-20		29
43	18-May-20	<b>End of Academic Year</b>	30
44	25-May-20	<b>Bank Holiday – College Closed 25 May 2020</b>	
		<b>Reading Week</b>	
45	1-Jun-20		

46	8-Jun-20	<b>12<sup>th</sup> June – Deadline for Mitigation Claims</b>	
47	15-Jun-20		
48	22-Jun-20		
49	29-Jul-20	<b>Exam Boards</b>	
50	6-Jul-20	<b>Admin Week</b>	
51	13-Jul-20		
52	20-Jul-20		

**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 4

Module	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3
Criminal Law	Y			Y		Y				Y	
Citizen & The State		Y		Y	Y					Y	
Law of Contract	Y		Y			Y				Y	
Legal Foundations	Y				Y		Y	Y	Y		Y
Law of Tort		Y	Y							Y	Y
Professional Development							Y	Y	Y		Y

## Level 5

Module	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3
Work Related Learning					Y		Y	Y	Y		
Human Rights	Y		Y	Y		Y					
Land Law		Y	Y			Y				Y	Y
Equity & Trusts		Y	Y			Y				Y	
European Union Law	Y			Y		Y					Y
Legal Research Methods & Skills					Y		Y	Y	Y	Y	

## Level 6

Level 6												
Module	K1	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3
Client Care			Y						Y			Y
Criminal Justice		Y			Y	Y					Y	
Civil Litigation			Y				Y	Y	Y			
Immigration Law		Y		Y	Y							
Dissertation	Y		Y	Y		Y		Y		Y		Y
Criminal Litigation		Y					Y				Y	
Commercial Law			Y				Y			Y	Y	
Family and Child Law		Y			Y				Y			

### Appendix 3 Assessment Grids

Module Title	Diarised Log	Written Assignment	Professional Discussion	Examination	Class-Based Assessment	Portfolio/Project	Presentation	Discussion Board with memo	Group Discussion	Case Note	Case Study	Group Presentation with written reflection	Dissertation
Criminal Law		1500 words 50%					15 minutes 50%						
Citizen and the State		1800 words 60%					15 minutes 40%						
Law of Contract			15 minutes 50%		3 hours 50%								
Legal Foundations							20 minutes 80%			600 words 20%			
Law of Tort				2 hours 50%				1500 words 50%					
Professional Development	1500 words 50%								15 minutes 50%				

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Level 5														
Module Title	Diarised Log	Written Assignment	Professional Discussion	Examination	Class-Based Assessment	Portfolio/ Project	Presentation	Discussion Board with memo	Group Discussion	Case Note	Case Study	Role Play	Research proposal	Dissertation
Work Related Learning						4000 words 100%								
Land Law									20 minutes 50%		2000 words 50%			
Human Rights					3 hours 60%			2000 words 40%						
Legal Research Method & Skills		2800 words 70%					15 minutes 30%							
50   Page					2 hours				20 minutes					

European Union Law					50%				50%					
Equity & Trusts		2000 words 50%		2.5 hours 50%										

Level 6														
Module Title	Diarised Log	Written Assignment	Professional Discussion	Examination	Class-Based Assessment	Portfolio/ Project	Presentation	Discussion Board with memo	Group Discussion	Case Note	Case Study	Role Play	Research proposal Presentation	Dissertation
Client Care		3500 words 70%										15 minutes 30%		
Criminal Justice					2 hours 60%		15 minutes 40%							
Immigration Law		2500 words 50%	20 minutes 50%											



Civil Litigation						5000 words  100%								
Dissertation													10 minutes  20%	8000 words  80%
Family & Child Law				2 hours  50%			20 minutes  50%							
Commercial Law		2500 words  50%	20 minutes  50%											
Criminal Litigation		2500 words  50%		3 hours  50%										

#### Appendix 4 Assessment Timetable

ASSESSMENT SCHEDULE LEVEL 4			
Week	SEMESTER 1	Week	SEMESTER 2
1		16	
2		17	
3		18	
4		19	
5	Legal Foundation Case Note, 600 words (20%)	20	Citizen & The State Presentation, 15 mins (40%)
6		21	
7		22	Law of Contract Professional Discussion, 15 mins (50%)
8	Criminal Law Assignment 1500 words (50%)	23	
9		24	Tort Discussion Board & Memorandum, 1500 words (50%)
10	PD task 1 group discussion 15 mins, (100%)	25	
11		26	
12		27	Citizen & The State Report 1800 words (60%)
13	Legal Foundations Presentation 20 mins (80%)	28	Law of Contract Class Based Assessment, 3 hours (50%)
14	PD task 2 written reflection 1500 words, (100%)	29	
15	Criminal Law Presentation 15 mins (50%)	30	Tort Exam 2 hours (50%)

**ASSESSMENT SCHEDULE  
LEVEL 5**

<b>Week</b>	<b>SEMESTER 1</b>	<b>Week</b>	<b>SEMESTER 2</b>
<b>1</b>		<b>16</b>	
<b>2</b>		<b>17</b>	
<b>3</b>		<b>18</b>	
<b>4</b>		<b>19</b>	
<b>5</b>		<b>20</b>	<b>Legal Research Method and Skills Presentation (30%) 15 minutes</b>
<b>6</b>		<b>21</b>	
<b>7</b>	<b>Land Law Group Presentation 20 Mins (50%)</b>	<b>22</b>	<b>Human Rights Electronic Discussion Board &amp; Memorandum 2000 words (40%)</b>
<b>8</b>		<b>23</b>	
<b>9</b>	<b>European Union Law Group Discussion, 20 Mins (50%)</b>	<b>24</b>	<b>Equity and Trusts Assignment (40%) 2000 words</b>
<b>10</b>		<b>25</b>	
<b>11</b>		<b>26</b>	
<b>12</b>		<b>27</b>	<b>Legal Research Method and Skills Written Assignment with Reflective Learning Statement (70%) 2800 words</b>
<b>13</b>	<b>Work Related Learning Project with Reflective Statement 4000 words (100%)</b>	<b>28</b>	<b>Human Rights Class Based Assessment, 3 hours (60%)</b>
<b>14</b>	<b>Land Law Case Study, 2000 words (50%)</b>	<b>29</b>	
<b>15</b>	<b>European Union Law, Class Based Assessment 2 hours (50%)</b>	<b>30</b>	<b>Equity and Trusts Exam, 2.5 hours (50%)</b>

**ASSESSMENT SCHEDULE  
LEVEL 6**

<b>Week</b>	<b>SEMESTER 1</b>	<b>Week</b>	<b>SEMESTER 2</b>
<b>1</b>		<b>16</b>	
<b>2</b>		<b>17</b>	
<b>3</b>		<b>18</b>	
<b>4</b>		<b>19</b>	
<b>5</b>	<b>Dissertation Research Proposal (20%) 10 minutes</b>	<b>20</b>	
<b>6</b>	<b>Criminal Justice presentation 15 minutes (40%)</b>	<b>21</b>	<b>Criminal Litigation Written Assignment 2500 words, (50%)</b>
<b>7</b>		<b>22</b>	
<b>8</b>	<b>Commercial Law Professional Discussion 20 minutes, (50%)</b>	<b>23</b>	
<b>9</b>	<b>Family and Child Law Presentation 20 minutes (50%)</b>	<b>24</b>	
<b>10</b>		<b>25</b>	
<b>11</b>		<b>26</b>	
<b>12</b>		<b>27</b>	
<b>13</b>	<b>Commercial Law Written Assignment 2500 words, (50%)</b>	<b>28</b>	<b>Civil Litigation Portfolio 5000 words, (100%)</b>
<b>14</b>	<b>Criminal Justice Class Based Assessment 2 hours, (60%)</b>	<b>29</b>	<b>Criminal Litigation Examination 3 hours, (50%)</b>
<b>15</b>	<b>Family and Child Law Examination 2 hours, (50%)</b>	<b>30</b>	<b>Dissertation (80%) 8000 words</b>