UNIVERSITY OF LEEDS

Student Education Handbook

2018-2019

Introduction

This handbook is designed to provide a single source of information for those involved in student education at the University of Leeds. It provides introductory material for those new to learning and teaching at the University and those undertaking new roles and responsibilities. The handbook is intended to be a practical and holistic guide, which directs staff to relevant policies, resources, and contacts that contextualise local practice within their Schools and Faculties.

The introductory pages provide an overview of the policies, principles, resources, and services that underpin student education at the University of Leeds: the University's Values and Strategic Plan; the Leeds Partnership; the Leeds Curriculum; the Leeds*for*Life web platform; the Student Education Service; and other factors related to the University of Leeds in the wider context of higher education institutions in the UK.

Later sections provide information about various learning and teaching activities. These are organised around the 'Areas of Activity' from the *UK Professional Standards Framework for teaching and supporting learning in higher education* (the *UKPSF*) (2011), which are:

- Design and plan learning activities
- Teach and/or support learning
- Assess and give feedback
- Develop effective learning environments
- Engage in continuing professional development

The *UKPSF* can be read in its entirety at:
https://www.heacademy.ac.uk/system/files/downloads/ukpsf_2011_english.pdf

It is anticipated that academic schools may provide more specific local guidance to complement the content of this handbook.

Student Education at the University of Leeds
The University Values and Strategic Plan

The University's Values are: Community; Integrity; Inclusiveness and Professionalism.

More information can be found at:
http://www.leeds.ac.uk/info/5000/about/136/values_and_responsibility

The Strategic Plan:
The University's *Strategic Plan 2015-2020* can be downloaded from:
http://www.leeds.ac.uk/downloads/download/72/corporate_publications

The *Strategic Plan* opens by describing 'Increasing knowledge and opportunity in powerful combination' as a distinctive and defining feature of life at Leeds. Of particular relevance for this handbook is the first action in the *Strategic Plan*, which reflects the University's commitment to: 'provide an outstanding education which will attract, excite and retain high-quality students from diverse backgrounds, and equip them to succeed in a competitive global employment market and to make a difference.'

The Partnership
http://partnership.leeds.ac.uk

The Leeds Partnership describes the mutual expectations of us all as members of the University community.

The Partnership recognises that education is a participatory process with shared responsibilities between students and staff for making the most of the opportunities that are available.

It is made up of three core commitments relating to both students and staff:
- To be responsible, accessible and respectful
- To prepare for, engage with and contribute to learning at Leeds
- To help each other to reflect, develop and improve

Information about what colleagues can expect from each other and from students, and what students can expect from staff and from each other, can be found at:
http://students.leeds.ac.uk/info/10900/the_partnership/874/expectations

Teaching Excellence Framework (TEF)

The University of Leeds has achieved a Gold rating in the Teaching Excellence Framework, the highest award possible. In its pilot year, the TEF has been developed by the Department for Education to assess teaching in higher education at undergraduate level. It uses evidence from a set of measures that

focus on student satisfaction, retention rates and graduate employment, as well as a written submission from the University to decide on the level of award.

For more information, and access to further information regarding TEF and the statement of finding for Leeds, please see the following web page: http://www.leeds.ac.uk/news/article/4065/gold_for_leeds_in_the_teaching_excellence_framework

The Leeds Curriculum
http://ses.leeds.ac.uk/info/22222/leeds_curriculum

The Leeds Curriculum provides students with an outstanding education through our pioneering approach to teaching. Students are encouraged to broaden their intellectual horizons and make the most of a wealth of co-curricular activities. This equips them to succeed in a competitive global employment market and to make a difference to the world around them. As such, the Leeds Curriculum aims to produce graduates who stand out as a result of the knowledge, skills and attributes they have gained.

The Leeds Curriculum is defined by the following key components:

Research-based Learning
Research-based learning means that:
- All programmes will actively develop students' independent research skills and provide opportunities to put these into practice such that at the culmination of their degree programme, students are able to undertake, with supervision, a final year project. Further guidance on the supervision of **final year projects** is included on pp.22 of this handbook.
- The characteristics of our research strengths will underpin all our programmes.
- The latest research, including that produced by our own staff, will contribute to the curriculum.
- Our students can articulate the benefits of their research-based experience, and describe the skills they've acquired and demonstrated.

Core Programme Threads
To enhance the distinctiveness of the curriculum, all programmes include three internationally significant topics. We believe an awareness and understanding of the following will be beneficial to all of our students:
- *Ethics and Responsibility:* providing opportunities to engage with ethical issues and to demonstrate how to behave responsibly and professionally and to make informed decisions.
- *Global and Cultural Insight:* providing opportunities to engage with and value multiple perspectives (e.g. social, geographical, political, economic, legal, environmental, and technological), and to acknowledge and appreciate diversity.
- *Employability:* providing opportunities to raise awareness of key attributes and skills and develop these to help our students realise their career aspirations.

There is a requirement for all research, including at undergraduate level, to be conducted according to the principles of academic excellence, community, integrity, inclusiveness and professionalism. All research must be conducted according to appropriate ethical, legal and professional frameworks, obligations and standards. This policy applies to all staff and students of the University who contribute to research.

Further guidance on ethical standards and their applicability can be found in the *University of Leeds Research Ethics Policy*, which can be accessed from: http://ris.leeds.ac.uk/ResearchEthicsPolicies. Please also see the following link for more general information on Research Ethics: www.leeds.ac.uk/ethics

Employability is further embedded within the Leeds Curriculum. The term is used to describe 'the achievements and capability, for each individual student, which are formed through the integration of knowledge, skills, experiences and attributes from the academic curriculum and co-curricular activities which are needed to gain graduate employment and successful career options.'

The University's *Employability Strategy* states that: 'Each constituency of our community has a responsibility to contribute to the development of our students' employability, be that through the support for individual students, provision of information and awareness raising, the provision of opportunities for the acquisition of knowledge and the practice of skills or through the engagement by students with the range of opportunities provided.' The strategy can be found at:
http://careerweb.leeds.ac.uk/info/42/employability/147/employability_strategy

Broadening
Most programmes include the opportunity for students to broaden their intellectual horizons by taking discovery modules. These modules enable sustained exploration of a specific subject, issue or skill which a student is interested in and which is not necessarily related to their primary discipline. The University has grouped over 1,000 discovery modules into 10 interdisciplinary Discovery Themes ranging from 'Creating Sustainable Futures' to 'Media, Culture and Creativity'. The Themes reflect the wide range of teaching and research expertise at Leeds and students are encouraged to explore beyond their core programme subject(s).

Students can explore the Discovery Themes further and create a shortlist of discovery modules they are interested in at:
http://leedsforlife.leeds.ac.uk/broadening

Further guidance on inclusive practice in designing curriculum content can be found in the Inclusive Learning and Teaching Guides, which can be accessed at: http://inclusiveteaching.leeds.ac.uk

Leeds*for*Life
https://leedsforlife.leeds.ac.uk

Leeds*for*Life is a web platform that helps students get the most out of their time at university by supporting their personal and academic development, giving them skills and attributes to help them succeed academically and impress potential employers.

Leeds*for*Life is particularly beneficial for supporting personal tutoring activities. Further information about personal tutoring can be found on pp.29-30 of this handbook.

The Student Education Service
The Student Education Service underpins every element of the student experience, from maintaining and improving academic standards to providing co-curricular opportunities and student support.

The SES includes teams across the University who support students and work in partnership with academic colleagues in relation to all aspects of the student experience.

The Service is based around functional areas: Admissions, Programme Support, Assessment, Student Support and Employability. Each faculty has a **Functional Manager** for each of these areas who leads the main activities within their faculty and more broadly across the institution through Functional Management Teams. They are tasked with improving the consistency of the experience provided to students and the service they deliver.

In Faculties the teams are led by a **Faculty Education Service Manager (FESM)** who leads and manages the provision of services to students and academic colleagues within that Faculty.

School Education Service Managers (SESMs) are based in academic Schools and manage the provision of services to students and academic colleagues within that School.

The SES includes:

The Student Operations Directorate, which comprises:

- The *Admissions Team* has responsibility for all aspects of the admissions process for undergraduate and postgraduate students.
- The *Programme Support and Assessment Team*, which takes responsibility for processes supporting the student experience such as registration, timetabling, assessment and examinations, and graduation.
- The *Student Support Teams* which include the Counselling & Wellbeing Service, Disability Services and the International Student

Office which supports the welcome and orientation of international students.

- The *Doctoral College Team*, which supports postgraduate researchers.
- The *Student Finance Team*, which is responsible for financial aspects of student life including processing student funding such as loans, scholarships and bursaries, and processing the payment of tuition and accommodation fees.

The Student Opportunity Directorate supports students' health and well-being and helps to prepare them for the future. This Directorate comprises:

- The *Student Careers Team*, which is responsible for: student careers information, advice and guidance; the Spark business start up service; support for faculty staff in relation to the delivery of employability; the Destinations for Leavers of Higher Education (DLHE) survey; and events and relationships with graduate recruiters.
- The *Student Placement Team*, which takes responsibility for the University's study abroad programmes, work placement and volunteering activities.
- *Learning Enhancement,* which develops new approaches to student education, such as the development of degree apprenticeships.

The Quality Assurance Team is responsible for the quality of the University's student education provision, through the operation of policy and procedures for the review and approval of taught modules and programmes.

The Educational Engagement Team has responsibility for the University's strategy on educational engagement and supports activities to ensure that the University's programmes are accessible to all.

More information about the SES can be found at: http://ses.leeds.ac.uk

Academic Roles relating to Student Education:

A number of members of staff within individual Schools and Faculties have responsibilities that directly relate to student education activities, and thus may be useful points-of-contact to answer any specific queries relating to individual modules, programmes of study, or student education matters.

Academic Integrity Lead
This member of staff is responsible for education, procedures and investigations around plagiarism and academic misconduct.

Assessment Lead
This member of staff is responsible for the leadership, development and management of the assessment policy and practices within a School.

Director of Student Education (DSE)

The DSE is responsible to the relevant Faculty for quality assurance, standards, and quality enhancement of a School's learning and teaching provision.

Joint Honours Lead
This member of staff is responsible for a School's engagement in the development, organisation, and management of joint honours or cross-disciplinary programmes.

Module Leader
A member of staff is responsible for the development, organisation and day-to-day management of each named module that the University delivers.

Programme Leader
A member of staff is responsible for the development, organisation and day-to-day management of each named programme that the University delivers.

Pro-Dean for Student Education
Each Faculty has a Pro-Dean who is responsible for the quality assurance, standards, and quality enhancement of their Faculty's learning and teaching provision.

Further information and more detailed role descriptions can be found at:
https://ses.leeds.ac.uk/info/22217/about_the_student_education_service

The University of Leeds in Wider Context

The University of Leeds is one of the largest higher education institutions in the UK. This section of the handbook briefly outlines how the degree programmes offered at the University ensure progression and may incorporate external accreditation, placement-based and study abroad opportunities for students, and some of the key ways in which the University's provision is evaluated to ensure equitable standards with other UK HE institutions.

More information about the University of Leeds can be found at:
http://www.leeds.ac.uk/info/5000/about

More information about Universities in the UK can be found at:
https://www.universitiesuk.ac.uk/facts-and-stats/Pages/facts-and-stats.aspx
and https://russellgroup.ac.uk/about/

The Qualifications Framework

Typically an undergraduate programme at the University comprises three years of study (exempting medicine & dentistry, and those that include a work or study placement either at home or abroad). A taught masters programme typically involves one year of study. Ensuring progression is an important element of any programme. The Qualifications Framework for England, Wales and Northern Ireland describes the achievement represented by higher education qualifications and provides level statements for each level of study. The Qualifications Framework applies to the Leeds Curriculum and all awards granted by the University. For more information about the Qualifications Framework see:
https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels and http://www.qaa.ac.uk/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards

External Accreditation

http://ses.leeds.ac.uk/accreditation

A number of the University's programmes are externally accredited. Schools are required to: declare which of their programmes are accredited by Professional, Statutory and Regulatory Bodies (PSRBs); declare what the accreditation or inspection arrangements are; and inform **the Quality Assurance (QA) Team** of amendments. The QA Team maintains a database of all accreditations across the University.

The reports and any action plans arising from accreditation visits are uploaded to a central repository. Reports from the PSRBs are considered through academic review processes.

Placement-based Learning and Residence Abroad

A number of the University's programmes involve students undertaking a placement in industry or a period of study / work abroad: all undergraduate students have the opportunity to undertake a placement or spend a year abroad. The University policy for supporting students on placement or who are studying abroad can be found at:
http://ses.leeds.ac.uk/info/22149/a-z_of_policies_and_key_documents/653/placement_and_study_abroad-student_support

Further information about the different types of study abroad opportunities offered at the University can be found at:
http://students.leeds.ac.uk/info/10330/applying/831/study_abroad_options

The University's good practice guide for supporting students in the transitions to and from a study abroad year can be found at:
http://ses.leeds.ac.uk/info/22204/induction_and_transition_for_taught_students/1075/transition_to_and_from_study_abroad

Programme Variants

Different variants of the University's degree courses are available for students. These are identified by the labels '(Industrial)', '(International)' or '(Enterprise)', which will appear in the student's degree title, and generally refers to where a student is undertaking a year abroad and/or on placement.

Evaluating the University's Provision:

The UK Quality Code for Higher Education
http://www.qaa.ac.uk/quality-code#

The University is responsible for its academic standards and quality of programmes through its quality assurance procedures. There are minimum threshold standards set for University programmes by the Quality Assurance Agency (QAA) through the UK Quality Code for Higher Education. The QAA carries out regular institutional reviews to ensure that standards are being maintained. Further information can be found at:
http://www.qaa.ac.uk/reviewing-higher-education

External Examiners
http://ses.leeds.ac.uk/externalexaminers

External examiners are appointed by the University to provide assurance that its assessment system is fair and operated equitably, and to ensure comparability of the University's standards with those in peer institutions.

- There is a specified process for the nomination and appointment of External Examiners and criteria for selection, with a standard four year appointment.

- These External Examiners attend the appropriate School Assessment Board, alongside teaching staff, and submit an annual report.

Metrics

- *DLHE* https://www.hesa.ac.uk/stats-dlhe

  The Destinations of Leavers from Higher Education (DLHE) survey asks leavers from higher education what they are doing six months after graduation. When leavers report being employed, they are asked what sort of work they are doing, where, and the basis of their employment. Information from the DLHE often appears in University league tables.

- *NSS* http://thestudentsurvey.com/institutions.php

  The National Student Survey is an annual student satisfaction survey aimed at final year undergraduates. It produces data to help institutions and students unions identify areas of success and areas for development. It also provides helpful information for prospective students to help them decide what and where to study.

- *Programme Surveys*

  Undergraduate and taught postgraduate Programme Surveys are run annually and managed by the Market Research and Insight Team. The surveys offer all eligible undergraduates (usually non finalists who do not complete the NSS) and Masters students the opportunity to provide feedback on their experience of their course.

Data from these surveys are used to inform individual School Action Plans moving forward.

Designing and Planning Learning and Teaching Activities

When designing and planning teaching, it is essential to think about quality enhancement and quality assurance. The University has policies and procedures to help quality assure learning, and there is a range of support systems in place to help staff continually develop and enhance the quality of their teaching. This section of the handbook outlines these support systems and provides advice on designing and planning inclusive learning and teaching activities that promote student engagement.

Enhancing the Quality of Teaching

Quality enhancement means improving the quality of the learning experiences that are offered to students. Thinking carefully about the following – whether designing and planning sessions, modules or whole programmes – helps to encourage *deep* (internalised), as opposed to *surface* (unreflective, driven by external demands), approaches to learning amongst students:

- *Learning outcomes:* this refers to deciding what students are expected to be able to know, understand or do as a result of the learning process, and ensuring these are assessed. When staff begin teaching, learning outcomes may be pre-ordained by the module leader. These can normally be found written on the module proforma, which are published on the online module catalogue, and can be accessed at: http://webprod3.leeds.ac.uk/catalogue/modulesearch.asp.

  Learning outcomes at the University are benchmarked against learning outcomes at other UK universities by the QAA Subject Benchmarks. More information about aims and outcomes can be found at: http://www.qaa.ac.uk/quality-code/subject-benchmark-statements

- *Cohort characteristics:* it is important to design activities that support students to meet the learning outcomes for the study. It is important to think about students':
  - Knowledge on entry to the session / module / programme
  - Personal characteristics
  - Demographic information
  - Learning style (the characteristic way in which they process information and / or participate in learning activities. For example: a student might be collaborative, competitive, independent, dependent, participative, avoidant)

  More information about students in the UK and the UK Education system can be found at: https://www.officeforstudents.org.uk/

- *Active learning:* supporting active engagement with learning is a powerful way to aid knowledge retention and the development of metacognitive

skills. 'Learning by doing', or allowing students to grapple in a practical way with topics and problems that have real world relevance for them and to which they are intrinsically motivated to find a solution, is a way of making them partners in the learning process. Examples of active learning include individual or group research projects, and 'quick wins' such as: rounds; brainstorming; or asking students to provide feedback on their own or their peers' work.

- ***The distinctive purposes of lectures, tutorials and seminars:*** it is important to be clear about which teaching contact time will most effectively support students to achieve the learning outcomes. Most programmes of study at the University (except those that are wholly online) include some form of large group (lectures) or small group (tutorials and seminars) sessions.

  Lectures provide an opportunity to share and analyse information with large groups of people. The distinction between seminars and tutorials is often blurred in practice. Both are small group sessions that allow for discussion (often of that week's lecture or a piece of pre-reading) and interaction.

- ***Digital Technologies to enhance learning:*** digital technologies can offer powerful ways to enhance learning, but it is important to have a sound rationale for using then. Further information about support for using technology to enhance teaching, including courses on: the University online environment for learning and teaching (Minerva); lectures and the flipped classroom; and social media can be found at: https://peopledevelopment.leeds.ac.uk/services/academic-practice/your-digital-practice/

- ***Inclusive learning:*** inclusiveness is one of the University's key values (see p.4 of this handbook) so it is important to build this in when designing and planning activities. The University's *Equality and Inclusion Framework 2014-2019* can be downloaded from: http://equality.leeds.ac.uk/wp-content/uploads/sites/64/2014/03/9400_EI_Report_Final_160114.pdf

  The University has committed to working towards a set of baseline standards of inclusiveness within learning and teaching. More information about this project can be found here: https://www.sdduonline.leeds.ac.uk/inclusiveteaching/new-baseline-standards/

  Further guidance on inclusive practice when designing and delivering learning and teaching activities can be found in the *Inclusive Learning and Teaching Guides,* which can be accessed at: http://inclusiveteaching.leeds.ac.uk

  Guidance for designing accessible resources to use in learning and teaching activities can be found at:

http://ses.leeds.ac.uk/info/21600/programme_support/925/accessible_written_materials

- ***Teaching evaluation:*** reflecting on teaching, asking colleagues to observe sessions, and asking students to provide feedback on teaching, not only at the end of modules, but throughout, is an essential part of quality enhancing teaching.

- ***Teaching Enhancement Scheme (TES):*** The University has a framework to support teaching enhancement, the Teaching Enhancement Scheme (TES). Further information about the TES can found on p.35 of this handbook. All staff at the University are expected to be involved in the scheme. Examples of practical suggestions for how to facilitate deep learning through planning and design, which may be discussed through the TES might include:
  - ***Reconceiving the lecture***: try not to cover too much content, but instead introduce activities to break up presentation from the front of the class. Such activities might include: small group discussions; short MCQ tests; on-screen annotations (e.g. showing students how you would highlight a text or mark an assignment). This range of activities will hold students' attention for longer.
  - ***Building opportunities for regular formative feedback into modules***: this could include self-feedback and peer-to-peer feedback, shared through a range of formats (verbal, written, audio, video).
  - ***Asking students to solve real life problems:*** this might involve students working individually or in groups (problem-based learning). Students could also be asked to devise and carry out independent research projects. This will help them to develop as independent learners and give them greater ownership of their learning.

Other practical information that may be useful when designing and planning teaching, including guidance on class sizes and timetables, may be accessed online through Faculty Services, which can be found at: https://studentservices.leeds.ac.uk. Further information about Faculty Services can be found on p.29 of this handbook.

Assuring the Quality of Teaching

All programmes and modules delivered by the University must go through formal quality assurance procedures to ensure they are of a level that is appropriate and comparable to those offered by other UK higher education institutions. Whilst most staff new to teaching will probably not initially be involved in programme or module design, the following information is helpful for outlining the principles involved in this process, and what changes require approval through formal quality assurance bodies. For further information and support with quality assurance processes, staff could also consult colleagues in their Student Education Service Office for advice.

For guidance on being inclusive when designing and planning learning & teaching activities please see the following web page: http://inclusiveteaching.leeds.ac.uk

Programmes
New taught programme development:
http://ses.leeds.ac.uk/newprogrammes

Programme proposers need to complete a programme proposal form, which can be downloaded from the webpage linked above, and which includes full guidance notes. This proposal then requires endorsement from the parenting School via their **School Taught Student Education Committee (STSEC)** or equivalent. An external review of the programme by an independent discipline expert and specification of appropriate QAA Subject Benchmarks is also required. The endorsed programme proposal is then sent to a **Programme Approval Group (PAG)** for consideration and approval. The Quality Assurance (QA) Team (ses.leeds.ac.uk/qa) manages the process for new programme approvals and can advise on the schedule for proposing a new programme.

Amending an existing programme:
http://ses.leeds.ac.uk/programmeamendment

- ***Major programme amendments*** involve changes to the structure of a programme, which impact on: programme level learning outcomes; programme delivery; or the programme title. To make a major programme amendment staff must specify the changes proposed with a clear rationale for why or complete the programme amendment form and provide an external review. This is considered for endorsement by the relevant STSEC or equivalent, and external review. The endorsed proposal is then sent to a PAG for consideration and approval. The QA Team manages the process for programme amendment and can offer further advice on timescales.
- ***Minor programme amendments*** refer to all programme changes not encompassed by the above definition for major programme amendments. Proposers must specify the changes proposed with a clear rationale for why. This is then considered for approval by the School's STSEC or equivalent. The changes are then reported to the relevant **Faculty Taught Student Education Committee (FTSEC)**, using the report of STSEC business form.

Programme Review
http://ses.leeds.ac.uk/programmereview

Schools are required to undertake an annual review of every programme by the start of January the following academic year. A form is provided for this purpose along with a standard programme dataset. Schools must also consider the following in this process: student evaluations such as the NSS and Programme Survey (see p.12 of this handbook for further information);

External Examiner reports; and Professional, Statutory and Regulatory (PSRB) reports (where relevant).

It is good practice for Schools to hold a formal meeting with all teaching staff on the programme, and representatives from the student body, where all of the review information is considered. Completed programme reviews should be considered by the School's STSEC and the outcomes made public.

Modules
New taught module development:
http://ses.leeds.ac.uk/modules

Module proposers need to complete the module proposal form, which can be downloaded from the webpage linked above, and which includes full guidance notes. The proposal then requires endorsement from the parenting School via their STSEC or equivalent. The module proposal is then sent to a PAG for consideration and approval. The QA Team manages the process for new module approvals.

Amending an existing module
To amend a module staff must specify the changes proposed with a clear rationale for why. This form is then considered for approval by the School's STSEC or equivalent. The changes are then reported to the relevant FTSEC, using the report of STSEC business form. Any amendment to an existing module must be approved and entered into the module catalogue by 31 March in the session before it is to be implemented. This is to ensure that published information to students is accurate before online module enrolment goes live in May.

Further information can be found within the 'Module Amendments' section on the following webpage: http://ses.leeds.ac.uk/modules

Module Review
http://ses.leeds.ac.uk/modulereview

Schools are required to conduct a module review for each module following its delivery. The review must be informed by a student module evaluation survey. Action points from the review need to be identified: these should be brief and informed by the full range of data available to the module team. Completed module reviews should be considered by the relevant STSEC and the outcomes made public.

Delivery of Learning and Teaching Activities

This section of the handbook deals with topics related with what to do when in the lecture theatre (and other classrooms) during contact time with students. As such, it addresses matters such as: attendance monitoring and the technology available for use in teaching rooms. It also considers final year projects that are a particular teaching activity that features in all Leeds undergraduate programmes.

General Information
Contact sessions at the University begin at 5 past the hour and finish at 5 to the hour in order to enable staff and students to move around campus for subsequent sessions.

Attendance Monitoring
The University's Code of Practice on attendance can be found at:
http://ses.leeds.ac.uk/info/22168/student_support-related_policies/648/attendance_code_of_practice_taught_students and emphasises that student attendance at designated sessions is compulsory as a baseline requirement. Schools have methods in place for monitoring unauthorised absence and are supported in monitoring students' attendance in an auditable way. University regulations about monitoring attendance can be found at:
http://ses.leeds.ac.uk/info/22108/registration_enrolment_and_attendance/789/attendance

However, some central points are worth emphasising:
- Although the Home Office requires the University to monitor international (non-UK) students' attendance, in the interest of equity all University of Leeds students should be monitored equally, regardless of nationality.
- Each School will have its own guidance for how the general attendance monitoring guidelines are implemented. Staff should contact their School's Director of Student Education for a copy of this. These guidelines may include:
  - Which sessions are to be actively monitored for attendance.
  - How many and what kind of sessions may be missed before the School initiates communication with the missing student.
  - Who is responsible for opening communication with the student, and what kind of communications should follow. Best practice suggests that this should be pastoral, not punitive. Failure to attend sessions can often indicate that the student is facing other problems.
  - At what point the Unsatisfactory Student procedure is set in motion.
- Attendance at Personal Tutoring sessions is monitored via Leeds*for*Life. Further information about Personal Tutoring can be found on pp.29-31 of this handbook.

- Students should self-certify any absence via Minerva (more details about which can also be found on pp.28-29 of the handbook), but Schools are required to monitor and evaluate this self-certification.
- The University's guidance on mitigating circumstances also includes information about absence from examinations and can be found at: http://ses.leeds.ac.uk/info/20610/taught_student_assessment/815/mitigating_circumstances

Lecture Capture

The University has invested heavily in developing technological resources for student learning, both in the financial sense and in the context of broader strategy and expectations. A particular focus is on the use of online availability of learning materials. Lecture capture facilities are available in 260+ teaching spaces and recordings are available to students within Minerva (the University's online learning platform). This allows students absent from a lecture to see it, or those present to review it later.

Most Schools automate Lecture Capture so taught sessions will be recorded unless individual staff choose to opt-out. Staff choosing to opt-out will need to speak to their School Office to find out the policy on lecture recording and the opting out process. Where recordings are automatically scheduled, lecture material is auto-published to the student module area in Minerva within 72 hours of the recording. Prior to publication, the recording can be edited by the lecturer (to cut the extraneous recorded time before and after the lecture, for example).

The recording of lectures is not compulsory but is strongly encouraged in keeping with the broad targets of the *University's Digital Strategy for Taught Student Education*, which can be found at: http://ses.leeds.ac.uk/info/22149/az_of_policies_and_key_documents/639/digital_strategy_for_student_education

It is also possible to set-up *ad hoc* recordings for unscheduled lectures or create desktop recordings using the Mediasite Desktop Recorder. In the case of technical problems or another reason such as an unexpected change of location, it may be necessary to use the ad-hoc capture system.

For further information about the Lecture Capture and Media Management Service and how to record, edit and publish content please see the IT website at: http://it.leeds.ac.uk/lecturecapture.

For guidance on being inclusive when using Lecture Capture please see the following web page: http://inclusiveteaching.leeds.ac.uk

Lecture Theatre Technology

Information about the rooms in Central Teaching Space (which can be booked via central timetabling and are supported by the Facilities Directorate) in which lectures may be timetabled can be found at:

http://students.leeds.ac.uk/rooms - simply select the relevant building on the drop-down menu, and then click through to the relevant room's webpage. Information can be found on these pages about the room's capacity, facilities, and seating layout.

Information about rooms in individual Schools can be gained by talking to staff responsible for managing facilities, resources or operations.

Equipment
Rooms in Central Teaching Space often contain:
- A means of writing notes at the front of the room, such as a white-board or interactive white-board
- A computer with internet access which is projected to the front of the room
- A DVD-ROM drive
- A button panel or touch screen, which controls the equipment

An Articulate presentation providing further information about operating this equipment can be found at:
http://www.leeds.ac.uk/estate_services/fss/articulate/player.html

Additional equipment can be hired/borrowed on a daily basis. Further information can be found at: http://commercialservices.leeds.ac.uk/facilities-support-services/equipment-hire

Collaborative Lecture Theatres
During summer 2016 three lecture theatres (Dental Lecture Theatre, Worsley Building; Roger Stevens Lecture Theatre 8; and Mechanical Engineering Lecture Theatre B, Mechanical Engineering) were renovated to offer a mix of collaborative teaching and learning space, supporting the *University's Digital Strategy for Taught Student Education* (see link above). These lecture theatres are designed to facilitate a more collaborative approach to teaching and learning, and contain 'pods' that allow students to sit and work together around desks in groups of 3-5. Each 'pod' contains a networked Lenovo ThinkPad, which is similar to a normal laptop but can be used as a tablet with a touch screen stylus. The room has dual projection functions and the lecturer can project content from the students' ThinkPad devices onto a single teaching wall. An interactive whiteboard is also available in these rooms and a microphone is installed in each pod to support plenary discussion and easier communication between the students and the lecturer.

Further information about these spaces can be found at:
https://www.sdduonline.leeds.ac.uk/changinglandscape/tools/redesigned-lecture-theatres-2016-2017/

Introduction to Teaching Workshops

OD&PL[1] offers a range of 'First Steps' workshops to support those who are new to student education. These workshops cover design and delivery of learning and teaching activities, including lectures, small group teaching, use of technology in the classroom, etc. (for more information please see pp.33-34 of this handbook). Further information about these workshops and how to register can be found on the OD&PL website.

Supervising Final Year Projects

Research-based learning is embedded throughout a student's programme in the form of independent research activities and projects, which culminate in the final year project (FYP), an autonomous piece of research work that must be completed by all undergraduate students (for more information please see p.5 of this handbook).

The FYP should normally be worth at least 40 credits. Supervision of FYPs is likely to be included in the responsibilities of a new member of teaching staff. The supervision model for the FYP is determined by the School. University guidance stipulates that the supervisor should be sufficiently expert to ensure that the FYP output meets the module learning outcomes and that supervision should ensure an appropriate level of intellectual input by the student. Supervisors are required to meet with their students at least four times (to discuss the project aims and research methodology, to confirm the project plan, to monitor progress at the half way point, to review draft sections of the final report). Most project models tend to favour more supervision meetings, but it is recognised that the level of supervision should take account of: the desired autonomy of the student; the level of preparation provided in advance for the project work; and the nature and scale of the project. A record should be kept at School level of the supervisions for each student. This might take the form of a supervision diary kept by the student and agreed by the supervisor.

It is the responsibility of Schools to provide appropriate research methods training, including consideration of research ethics and health and safety considerations, and it is the responsibility of supervisors to ensure that ethical approval and health and safety considerations are in place.

Block ethical approval is in place for many modules where students undertake similar types of low risk project work with an ethical dimension. Supervisors should ensure they are familiar with the conditions of any existing block approval and, if any students want to conduct research projects that fall outside the parameters, ensure that applications are submitted to the appropriate Faculty of School Committee within a timely fashion, i.e. allowing six working weeks for the review to take place. Advice can also be sought from the Senior Research Ethics Administrator: http://ris.leeds.ac.uk/EthicsContacts.

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[1] Organisational Development and Professional Learning (OD&PL) is the new name for the Staff and Departmental Development Unit (SDDU).

Information about the University's ethical review requirements and process is available at: http://ris.leeds.ac.uk/UoLethicsapplication and information about ethics training courses at: http://ris.leeds.ac.uk/ethicstraining.

It is good practice for supervisors to provide students with information about general sources of support for completing their FYPs; these include an online resource produced by Skills@library called 'The Final Chapter': https://resources.library.leeds.ac.uk/the-final-chapter/

Further guidance on inclusive practice in supervising projects and dissertations can be found in the *Inclusive Learning and Teaching Guides,* which can be accessed from: http://inclusiveteaching.leeds.ac.uk

Assessment and Feedback

This section of the handbook addresses University processes and procedures for assessing and providing feedback on student work in relation to both examinations and coursework. As such, much of this section relates to the University's *Code of Practice on Assessment* (the *CoPA*). As noted on p.8 of this handbook, each School has an academic Assessment Lead who has responsibility for the leadership, development and management of the assessment policy and practices within the School. The Assessment Lead is able to help with queries about assessment-related matters, in addition to module leaders who have oversight of the assessment within their modules.

Code of Practice on Assessment

The *CoPA* is a central template that is reviewed and updated each year by the Standards Steering Group. Schools use the central template to which local information and processes can be added within the broader context of the University's regulations and procedures. It aims to explain the procedures, principles and processes governing assessment. As such, the *CoPA* is the reference point for any queries surrounding assessment and feedback. The current *CoPA* template and versions of individual Schools' *CoPA*s can be downloaded from: http://ses.leeds.ac.uk/copa

Module Assessment:

As laid out in the CoPA, individual modules are assessed using methods appropriate for the level of study, the subject material, the method of delivery and the learning outcomes. There is a formal process through which the form of assessment for each module is agreed and approved in advance. Information about the approved forms of assessment for individual modules is published on the online module catalogue, which can be accessed at: http://webprod3.leeds.ac.uk/catalogue/modulesearch.asp. However, whilst these are the approved forms of assessment for a given academic session, through module reviews, colleagues are encouraged to reflect on the efficacy of these assessment methods, to consider the use of innovative methods of assessment and propose changes where appropriate. Any such changes to module assessment should be proposed using the module amendment procedure outlined on p.17 of this handbook.

Preparing exam papers

Module leaders are required to produce question papers for any exam-based assessment that will take place in their modules during the University's main examination periods in January and May or during the August resit period. Further information about the process that should be followed when producing University examination papers can be found at: http://ses.leeds.ac.uk/info/22162/exams/837/exam_papers. Guidance on formatting exam papers and a template to use to develop standard exam papers can also be found at this link.

Preparing coursework questions

Staff may also be required to devise coursework questions for assessment that takes place within modules on which they teach. The 'Module Assessment' chapter in the *CoPA* outlines the processes that are followed to monitor the development and approval of new examination papers and coursework questions, making reference to both internal approval procedures with Schools and the oversight that External Examiners take during this process.

Assessing Work and Providing Feedback

Module leaders will be able to provide information about an individual staff member's marking responsibilities in relation to a particular module. Certain pieces of work require double marking, in which a second marker marks a piece of work independently from the first marker and then discusses and agrees a mark for the work with them. Module leaders will be able to provide information about second marking requirements for their modules and are responsible for ensuring consistency between markers on their modules. The 'Double Marking / Check Marking' section of a School's *CoPA* outlines the minimum requirements for double and check marking within modules, and these may relate to the level of study and the number of credits that a particular assignment may be worth. As such, these guidelines provide some indication of pieces of work that are likely to require the involvement of a second marker.

Marking should be conducted anonymously using student identification numbers. Exceptions to anonymous marking will involve cases:
- Where the assessment takes the form of a practical demonstration performed in the presence of examiners.
- Where the assessment takes place over a period of time with support from a designated supervisor or tutor.
- Where the assessment takes place during a module for formative purposes and anonymity might prevent speedy and effective feedback. (*COPA,* 'Anonymous Marking' section)

Assessment Criteria

School-specific assessment criteria are available to use when marking and are aligned to the University's marking scale. The 'Assessment Criteria' section of the *CoPA* should contain details about where these can be found. Staff new to the UK might find the following conversion website helpful for comparison of the typical assessment and grading scales of the UK with other countries:
http://www.wes.org/gradeconversionguide/index.asp

E-marking

The University uses Turnitin software for the electronic submission of coursework. Work submitted to Turnitin can be electronically marked using the GradeMark function in Turnitin. Information about how to do so can be found at:
http://www.leeds.ac.uk/vle/staff/assess/turnitin/feedbackstudio/index.htm

Turnitin pages for individual assessments can be found within an individual module's area on Minerva by using the 'Module Tools' tab in the left hand panel of a module's individual Minerva pages, and selecting 'Turnitin Assignments'. Where GradeMark is used, it allows markers to annotate work and leave comments, as well as to provide comments against imported rubrics that may correspond with pre-existing assessment criteria that have been imported into Turnitin. Further details can also be found in the linked guide above.

Localised arrangements will be in place for the printing of coursework for colleagues who do not wish to participate in e-marking. Module leaders should be consulted in the first instance for further information about such arrangements.

Marking Exams
A member of staff will collect exam scripts from the exams sub-office and distribute these to markers. Please consult with module leaders in the first instance to find out more about how these arrangements are managed locally.

Providing Feedback
The 'Principles' subsection of the 'Feedback to Students' chapter in the *CoPA* states that the University aims to provide feedback that is personal to a student and their work, is constructive, and is related to the assessment criteria. When feedback is provided it will be specific and designed to inform students about what they have done well and how they can improve. Sections in the 'Feedback to Students' chapter of individual Schools' *CoPA*s explain how and when feedback will be returned to students. Individual Schools might have specific feedback proformas for particular modules or assignments: module leaders will be able to advise on the provision of such templates for assessment in their modules.

Formative Assessment
The University recognises formative assessments as an integral part of the feedback process, particularly for students entering higher education for the first time. Formative assessments provide students with low-stake opportunities to receive feedback and reassurance on their performance against the intended learning outcomes of a module. The formative evaluation may entail grading (a mark) on the same scales as summative assessments. Feedback should include commendations and recommendations that are meaningful to the student's progression in the module and / or programme of study.

Academic Integrity and Plagiarism
The University's procedure for 'Cheating, Plagiarism, Fraudulent or Fabricated Coursework, and Malpractice in University Examinations' can be found at: http://www.leeds.ac.uk/secretariat/documents/cpffm_procedure.pdf
It outlines these four breaches of academic integrity. Some of the definitions and rules may be unique to the University of Leeds; therefore, staff are encouraged to review the Procedure and the 'Academic Integrity' section of the *CoPA* prior to the assessment of coursework or exams.

Turnitin can generate an originality report for electronically-submitted coursework, which may report evidence of plagiarism. Any suspected plagiarised material that is not submitted initially for e-marking can later be scanned by Turnitin to assess its originality. Suspected cases of plagiarism will be investigated by the School, which may hold a hearing to which the accused student is summoned. In cases where the nature of the plagiarism or a suitable penalty cannot be fully determined, the case will be heard by the Committee on Applications on behalf of the Senate. A detailed description of the relevant secretariat procedure can be found at:
http://www.leeds.ac.uk/secretariat/documents/cpffm_procedure.pdf

Late Submission of Coursework
According to University rules, unless an extension has been granted, coursework submitted after the required submission deadline should be penalised by five marks for each calendar day that the work is late. For more information see:
http://ses.leeds.ac.uk/info/22169/assessment-related_policies/694/assessment_framework_taught_students
(and the 'Penalties for Late Submission of Coursework' section of the *CoPA*)

Mitigating Circumstances and Extensions
The University defines mitigating circumstances as normally being 'exceptional, short term, unforeseen and unpreventable events that may have a significantly disruptive effect' on a student's ability to study. Students can ask that these mitigating circumstances are taken into account during the assessment of their work. The 'Mitigating Circumstances' chapter of the *CoPA* explains further what are considered as mitigating circumstances, how students should declare these, the School policy for considering mitigating circumstances, and how this process might impact the final assessment of a piece of work.

Schools may also operate a separate policy in which students can apply to have assessment deadlines extended 'in the light of extenuating circumstances.' Further information about Schools' individual extensions policies can be found in the 'Extensions' section of the *CoPA.*

The 'Mitigating Circumstances' chapter and 'Extensions' section of the *CoPA* identify relevant contacts within Schools who staff or students should consult about mitigating circumstances or extension applications, given that individual staff members cannot grant extensions or agree mitigating circumstances adjustments by themselves.

Inclusive Marking
The University's commitment to inclusivity is reflected in its *Policy on Inclusive Coursework Marking*. The policy is designed to assist colleagues in their approach to marking, and in implementing and interpreting existing assessment criteria so that assessment practices are applied fairly, transparently and consistently, and so that students with Specific Learning Difficulties (such as dyslexia) or for whom English is not their native language

are not unfairly disadvantaged. Work submitted by students for whom there is an evidenced need of support should be flagged to the marker, who should then follow guidelines offered by Disability Services.

The Policy (and accompanying advice for marking the work of dyslexic students) can be downloaded from:
http://ses.leeds.ac.uk/info/22168/student_support-related_policies/1106/inclusive_coursework_marking

Further guidance on inclusive practice in assessing work and giving feedback can be found in the *Inclusive Learning and Teaching Guides,* which can be accessed at: http://inclusiveteaching.leeds.ac.uk

Examinations Timeline
The programmes and assessments timeline for each academic year begins in September. Timelines are typically set two years in advance and can be accessed at:
http://ses.leeds.ac.uk/info/21600/taught_and_research_student_operations/1017/timelines_for_programmes_and_assessment

Learning Environments

This section outlines key technologies and resources that can help to support students and promote the creation of inclusive learning environments which complement learning and teaching activities. Colleagues might also find the webpage http://www.leeds.ac.uk/forstaff/ particularly helpful as it links to a number of relevant technology-based resources and online systems. As these are resources designed for staff-use, postgraduate researchers engaged in teaching will require staff login accounts to access these: as such, they should be prepared to manage two e-mail accounts and may find it helpful to set up a divert function that forwards e-mail from one account to the other.

Minerva Portal and VLE
http://minerva.leeds.ac.uk

Minerva is the online way in for students and staff to access most University IT systems (replacing what was formerly known as 'The Portal'). Minerva Portal and VLE was launched in July 2017 and like the previous portal, provides quick access into student systems. Online content will feel familiar to staff and students but is now more accessible on mobile devices.The Minerva login page is the home page on campus cluster computers. Login gives access to a wide range of services and information, including staff and students' University e-mail, timetable and library accounts. Staff and students log in to Minerva using their University username and password.

Minerva also incorporates what was formerly known as the VLE (which stood for the Virtual Learning Environment and which uses the Blackboard system). This area can now be found via the 'Teach' tab on the Minerva main page. Here there are organisations and module areas.

Module areas are used to deliver module-related content to taught students. This could include: module documentation; lecture slides; reading lists; and more interactive content such as tests, discussion boards, blogs and wikis. An iteration (typically called an "instance") for each module's area is created for each cohort of taught students; typically once per academic year.

Organisations are sometimes used to communicate content to specific groups of students. Typically this could be content for the whole Faculty, School or students and staff involved in a particular programme of study.

Staff are automatically given access to Minerva and can log in using their University username and password. Staff who find that they have not been given access to all the required modules or organisations should contact the IT Service Desk; contact details can be found on the website: https://leeds.service-now.com/it

There is substantial information available on how to use Minerva and manage module areas, which is available at the following link:

https://www.leeds.ac.uk/vle/staff/.
Alternatively, staff can seek further guidance from their Faculty Blended Learning contact.

Further guidance on inclusive practice when creating online learning and teaching environments can be found in the *Inclusive Learning and Teaching Guides,* which can be accessed at:
http://inclusiveteaching.leeds.ac.uk

Faculty Services
https://studentservices.leeds.ac.uk

Faculty Services is a web platform that staff can use to view information about students registered on their modules and attendance information. It can be particularly useful for generating class lists by module. Staff and students log in to Faculty / Student Services respectively using their University username and password. Faculty Services can also be accessed via the 'Access Faculty Services' tab that can be seen when logging into Minerva. Further guidance and information on using Faculty Services can be found by using the troubleshooting guide and glossary of terms at the bottom of the login page linked above.

Lecture Capture
The University's Lecture Capture system can record sessions delivered in most Central Teaching Spaces (CTS): further information can be found on of this handbook. Students are able to access lecture capture recordings via the 'Access My Media lecture capture service' icon within Minerva. Further guidance on inclusive practice in relation to the use of Lecture Capture can be found in the *Inclusive Learning and Teaching Guides,* which can be accessed at: http://inclusiveteaching.leeds.ac.uk

Shared Network Drives
The University operates a number of drives for the storage of files. The M:\ drive is an individual staff member's home directory, which only they can see. Most University departments also use the N:\ drive to store information that needs to be accessed by multiple users. Staff can access the N:\ drive from most PCs on campus. Individual Schools and Faculties may use other drives such as the S:\ drive. If you require access to the N:\ drive a colleague will need to request this via the IT helpdesk. For access to local drives please contact your local IT team. More information can be found at:
http://it.leeds.ac.uk/info/25//file_storage

Personal Tutoring
Personal tutorials offered by academic staff in Schools are an integral part of the pastoral and academic support for all students on taught programmes. Personal Tutoring at the University of Leeds is an **academically led,**

developmental role aimed at supporting the **academic**, **personal** and **professional development of students**. The University policy on Personal Tutoring is available here: http://ses.leeds.ac.uk/info/21800/student_support/836/personal_tutoring.

In addition to discussing tutees' academic progress, academically-related topics that could arise in personal tutorials might include supporting students with: changing modules / programmes; initially choosing modules; University rules and regulations; attendance; academic integrity; appeals; extensions to study; temporary leave; etc.

It is equally worth recalling that tutees may have come to the University through an alternative entry route (e.g. the University's Lifelong Learning Centre, Access to Leeds, Accreditation of Prior Learning). Schools' Admissions Leads will be able to offer some information if this is required. Further details about alternative entry routes may also be found at: https://www.leeds.ac.uk/info/128005/applying/33/alternative_admissions

The University uses the *LeedsforLife* system to support personal tutoring (please also see the comments on Leeds*for*Life on pp.6-7 of this handbook). Taught postgraduate students see a different version of the Leeds*for*Life website: the key functions of the site are exactly as they are for undergraduate students but with some wording changes reflecting the different level of understanding and experience of taught postgraduate students.

Further guidance on inclusive practice in Personal Tutoring can be found in the Inclusive Learning and Teaching Guides, which can be accessed at: http://inclusiveteaching.leeds.ac.uk

Allocation of personal tutees
Personal tutees will be allocated by each School in September prior to the start of teaching. Staff can access a list of their tutees by using Leeds*for*Life.

Personal Tutorial Booking System
Through the Leeds*for*Life website staff can make time slots available to their tutees in which the tutees can book their tutorial meetings for the whole year. More information about how to do so can be found in Appendix 1 of the guidance, which is available at: http://www.environment.leeds.ac.uk/fileadmin/docs/Tutors/LfL_Guidelines_for_Personal_Tutors_including_booking_system_September_2015_v8.pdf

Format of meetings: undergraduate students

	Induction	Semester 1	Semester 2
Year 1	Meeting 1	Meeting 2	Meeting 3
Year 2		Meeting 1	Meeting 2
Year 3 (repeated as necessary)		Meeting 1	Meeting 2

Format of meetings: taught postgraduate students
There is a requirement to have a minimum of two meetings in an academic year.

	Induction	Semester 1	Semester 2
Year 1	Meeting 1	Meeting 1 or 2	Meeting 2 or 3

An agenda for each of these personal tutorial meetings (undergraduate and taught postgraduate) is outlined in the following policy:
http://ses.leeds.ac.uk/info/22149/a-z_of_policies_and_key_documents/636/personal_tutorials

At the top of each Leeds*for*Life form there are tabs to help staff navigate to different sections of the form quickly. The 'Agenda' tab displays the standard agenda for the meeting: individual Schools may have additional agenda items to discuss within these meetings depending on the time of year or the personal circumstances of the tutees.

Sources of Help and Advice:
Schools' individual Student Support Teams will be the best source of initial advice for further information about where to signpost personal tutees for additional support or guidance.

The following contacts may also be helpful places to refer students to in response to issues that arise in personal tutorials:
- *A to Z of resources*:
  http://students.leeds.ac.uk/info/100002/support_resources/872/a-z_of_resources

  This thematically-arranged directory links resources and can help to find information relating to a wide variety of topics ranging from alcohol and drug related issues to study skills and time management.

- *Student Services Centre, Ziff Building:*
  http://students.leeds.ac.uk/info/100005/about/875/student_services_centre_counter

  The Student Services Centre can provide services and advice in relation to a range of areas including: paying tuition and accommodation fees; collecting replacement student ID cards; council tax exemptions; and transcript requests.

- *Leeds University Union*
  https://leedsuniversityunion.knowledgeowl.com/help
  This website links to services offered by the Student Advice Centre in relation to money, academic support, health and wellbeing, housing, employment, and crime and law.

- ***Student Careers***
  http://www.leeds.ac.uk/careerweb/

  The Careers Centre can provide information and services to help students in a range of areas including: finding jobs and work experience; and developing CVs and interview techniques.

- ***International Office, Ziff Building:***
  http://students.leeds.ac.uk/info/10500/international_students/877/international_student_office

  The International Student Office provides specialist immigration advice along with welcome and orientation support for international students.

- ***Health and Wellbeing***
  A consolidated list of support services, contact details and drop-in availability can be found at:
  http://students.leeds.ac.uk/info/10700/support_and_wellbeing/804/contacts_and_help

  Individual links are also included below:
  - Leeds Student Medical Practice:
    http://www.leedsstudentmedicalpractice.co.uk/
  - Student Counselling & Wellbeing:
    http://students.leeds.ac.uk/counsellingandwellbeing
  - Disability Services:
    http://students.leeds.ac.uk/info/10710/disability_services
  - School Disability Contacts:
    http://ses.leeds.ac.uk/info/21810/disabled_students/838/disability_contacts_in_schools

- ***Skills@Library***
  https://library.leeds.ac.uk/skills

  Skills@Library provides online resources, 1-to-1 support and workshops to support students to develop skills in areas including academic writing and preparing for examinations.

Continuing Professional Development

The Chartered Institute of Personnel and Development (CIPD) describes Continuing Professional Development (CPD) as 'a combination of approaches, ideas and techniques that will help you manage your own learning and growth.' A range of CPD opportunities is available to staff at the University of Leeds. These opportunities are outlined in this section of the handbook.

Introductory Programme for Recently-Appointed Staff

When staff join the University, they should register for the Introductory Programme for Recently-Appointed Staff, which will introduce: the University's strategy and values; and student education, research and innovation at the University. More details about this programme, including links to booking forms can be found at:
https://peopledevelopment.leeds.ac.uk/services/new-staff/

Organisational Development and Professional Learning (OD&PL)

OD&PL is the central University service that offers professional and organisational support and development to all staff. Its purpose is to provide an effective, valued and strategically aligned organisational and professional development service, which is continuously improving to enable enhanced organisational performance.

OD&PL achieves this by offering flexible, timely and accessible learning and development opportunities that are aligned with the University's strategic objectives, priorities and values, and which support individual career development as well as wider organisational aims. It uses a range of learning and organisational development practices and approaches, role modelling good practice, incorporating experiential learning, and adopting an evidence-based approach to supporting professional and organisational development.

OD&PL supports development in the following areas:
- Academic Practice including learning and teaching activities, and research and innovation
- Leadership and Professional Practice

Information about each element of provision is available at: https://peopledevelopment.leeds.ac.uk/, but the focus of this section of the handbook is OD&PL's support for Learning & Teaching.

Learning and Teaching Development

OD&PL is committed to supporting enhancement and innovation in learning and teaching throughout the University. Our events to support your learning and teaching practice include workshops that are specifically designed to introduce new teachers to learning and teaching techniques.

PGRs and colleagues with no, or very little experience of learning and teaching are encourage to attend 'Foundations in Teaching'. Sessions of particular relevance to staff new to teaching are the 'First Steps in Student Education' workshops. These are suitable for Postgraduate and Part-time Teachers, Research Fellows, Early Career Academic Staff, and University Academic Fellows (it is recommended that University Academic Fellows attend these events within the first three years of their appointment). This provision has been designed to support staff to teach and support learning on the Leeds Curriculum (for further information about the Leeds Curriculum please see pp.5-7 of this handbook). The sessions include introductions to: designing and planning learning and teaching activities; delivering learning and teaching activities; assessment and feedback; learning environments and student support; and CPD opportunities. A full list with further details and information about booking onto these workshops can be found at: https://peopledevelopment.leeds.ac.uk/services/academic-practice/

Further guidance and training on developing Inclusive Practices are available at: http://inclusiveteaching.leeds.ac.uk

Professional Recognition
The workshops mentioned above are also aligned to the *UK Professional Standards Framework*, (*UKPSF*): staff are encouraged to gain professional recognition for their role in teaching, and may wish to explore the support which OD&PL offers for applications for professional recognition against the *UKPSF*, via the Professional Recognition in Student Education (PRiSE) scheme, further details of which can be found at: https://peopledevelopment.leeds.ac.uk/services/academic-practice/professional-recognition-in-student-education/

Research and Innovation
CPD is, of course, broader than an individual's development as a teacher. OD&PL also offers a range of development opportunities for researchers that are aligned with the Vitae *Researcher Development Framework* (*RDF*), more information about which can be found at: https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework The development opportunities that OD&PL offer in relation to research and innovation focus on the development of research skills and an individual's developing research career. More information can be found at: https://peopledevelopment.leeds.ac.uk/services/academic-practice/your-research-practice/

Leadership and Professional Skills
Members of staff at the University of Leeds are responsible for reflecting on their own learning and development in the workplace and identifying and acting on areas for growth. OD&PL also supports staff in this endeavour by offering guidance, support and resources which can help them to identify their strengths and successes, and where they need to develop their knowledge and skills. Ultimately, this can boost confidence and job satisfaction. Information about how to access this support can be found at: https://peopledevelopment.leeds.ac.uk/services/leadership/

Taking advantage of this support can help to prepare staff initially for their probation meetings (further information about which can be found at: http://hr.leeds.ac.uk/info/28/performance_and_development/33/probation, and later for annual SRDS (Staff Review and Development Scheme) discussions (further information about which can be found at: http://hr.leeds.ac.uk/info/28/performance_and_development/172/staff_review_and_personal_development).

Teaching Enhancement Scheme (TES)

Colleagues who teach are also expected to engage with the **Teaching Enhancement Scheme (TES**) within their Schools. The TES is a framework that supports teaching staff to enhance their teaching quality. It is a light touch, developmental scheme which encourages self-reflection and the sharing of good practice, leading to continual improvement in all aspects of student education, including: curriculum design, teaching delivery, assessment and blended learning. Usually, individual Schools will have a designated TES Coordinator. More information about TES can be found at: http://ses.leeds.ac.uk/info/21050/teaching_enhancement_scheme/647/teaching_enhancement_scheme_overview.

Leeds Institute for Teaching Excellence (LITE)

http://teachingexcellence.leeds.ac.uk

LITE is a community of research and innovation with the aim of establishing the University of Leeds as a sector leader in teaching practice and scholarship. It provides funding, time and support for future student education leaders to develop their profile at the University and to carry out research and innovation projects with internal and external impact. LITE (in partnership with OD&PL) runs a series of events to support continuous development including a Masterclass series and an annual Student Education Conference and Digital Festival.

There is also a Student Education Bulletin published three times each year, which is published on the LITE website (linked above).

This handbook was initially drafted in 2015-2016 by a cross-university group led by OD&PL and reporting to the Education Steering Group. It was published as a University pilot in 2016-2017 and updated in September 2018 for this academic session. Gaining feedback from those using the handbook is a key part of evaluating this resource and ensuring that it is developed in the most holistic and relevant way. The handbook development team would be very grateful if users of the handbook could complete a brief evaluation questionnaire that should take no longer than five minutes to complete. Responses are entirely anonymous and the questionnaire can be accessed at: https://leeds.onlinesurveys.ac.uk/staff-handbook-evaluation-survey

Thank you.