



**LEEDS CITY
COLLEGE**

STUDENT LIFE

Personal Development, Behaviour and Attitude

Handbook 2019/20

Welcome to the Student Life handbook, which provides staff with an overview of services available to help you deliver outstanding Personal Development, Behaviour and Attitudes (PDBA) for your students. We want students to have a great experience at college and enjoy their time with us participating in stimulating and challenging learning and enrichment activities.

Student progress is tracked and recorded on the college's student record information system, ProMonitor. This includes academic and personal development progress as well as activities such as work experience and enrichment, additional learning support, and student improvement contracts.

Student Life Team

The Student Life teams are located in Student Life Hubs at every main campus, with staff who are experts in their specialist areas. Their role is to support coaching tutors, admissions team, pastoral staff, teachers, tutors and departmental managers by providing information and advice, training, developing resources and teaching materials. Student Life staff are based at Park Lane, Printworks and Quarry Hill campuses with scheduled sessions at other centres.

The key teams that make up the Student Life Directorate are:

- Careers, Work Experience and Progression.
- Student Funds.
- Safeguarding, Wellbeing and Welfare.
- Student Engagement.
- Student Life Projects, equality, diversity and inclusion.

How we communicate with you:

- Student Life policies and information on the departmental pages on the staff intranet.
- A fortnightly Student Life newsletter that keeps all staff up-to-date with activities, events and support for students.
<http://bit.ly/2ksqZIS>
- Through Coaching Tutors and Pastoral Leaders.
- Regular staff development sessions and PDBA meetings and events, to focus on cross college priorities.
- Key Student Life dates are on the college business calendar.
- We will attend department and campus meetings on request.
- We provide training for staff across college. Please contact the relevant team or further information.

<http://bit.ly/2kqMny9>

Our Management Team

STUDENT LIFE

Andrea Cowans

Director of student life, Student Life



Gina Yates

Head of Careers, Work Experience and Progression, Lead Manager, Park Lane



Andrew Ottey

Head of Safeguarding and Wellbeing, Park Lane



Alison Purver

Head of Student Engagement, Park Lane



Tanisha Singla

Performance and Project Co-ordinator, Park Lane



Harriet Pickering

Careers, Work Experience and Progression Manager, Lead Manager, Quarry Hill



Denise Taj

Student Funds Manager, Park Lane



Steve Richards

Activities and Engagement Manager, Lead Manager Printworks

Tracking and Monitoring

How do we measure the quality of PDBA?

All college departments will have actions as part of their department Quality Improvement Plan (QIP), which feeds into the whole college QIP.

Personal **D**evelopment and Student **B**ehaviour and **A**ttitude are key aspects on the Ofsted Education Inspection Framework.

The way we monitor PDBA priorities for improvement are:

Student Life Performance Indicators

- Set by student life for PDBA aspect lead.
- Monitored centrally.
- Support HOD quarterly reviews and college self assessment process.

Student Monitoring

- Progress Reviews.
- Attendance.

Student Voice

- Surveys at key points in the year.
- Elected student reps on curriculum boards.
- The Student Union.

Learning Walks

- Feedback from staff and students.
- Completed by senior leaders.

OLTA Observations

- Teaching, learning assessment observation.

Quality Reviews

- Twice a year.
- HOD and deputies review quality of their departments student experience.

Tracking and Monitoring

Student Enrichment activity and Student Voice - Steven Richards

- Student participation in activities and events.
- Student Voice and Student Union
- Enrichment activity.

Safeguarding and Prevent - Andrew Ottey

- All concerns are recorded on the confidential CPOMS system.
- DSO in each department.
- Compliance with Mandatory Training.
- Monitoring concerns by department.

Student Funds - Denise Taj

- Timley applications.
- Monitoring the number of students accessing the fund.
- Monitoring spend of funds against budget.

Attendance and Punctuality - Tanisha Singla

- Attendance reports compiled centrally on a Tuesday.
- AM/PM attendance reported at performance review.
- bit.ly/attendancereport

Work Experience, employer engagement - Gina Yates

- Departments record work placement and social enterprise on proMonitor.

Career Plans and Destinations - Harriet Pickering

- ProMonitor- Careers pathways by end of November.
- MIS portal- Actual Destinations Monitoring of last year's leavers.
- Sustained destination report for level 3, year 13 leavers (DFE statistical first review).

Equality Diversity and Inclusion - Tanisha Singla

- EDI QIP actions monitored in line with EDI objectives.
- EDI Champion attendance BRAG rated.

PSHCE - Alison Purver

- The quality and content of PSHCE and tutorial delivered.

Restorative Practice - Tanisha Singla

- Number of staff trained.
- Number of sessions delivered in dept monitored through the Performance Review Process.

The Quality Team lead on the following:

- Student Surveys.
- Employer Surveys.

The Student Life Team can undertake bespoke surveys and focus groups with students on request. Please speak to Steven Richards for more information. PDBA is monitored as part of departmental quality reviews (see college calendar) and departmental Quality Improvement Plans. All reports can be found in the P drive: P:\Student Development Reports.



You can expect to be:

- **INCLUDED** and respected
- **INSPIRED** by your teachers
- **INFLUENCED** by inventive learning experiences
- **INFORMED** of all the opportunities for you to get involved
- **INDIVIDUALLY** supported
- **INSTRUMENTAL** in change by being listened to in innovative learning environments
- Supported in **INCREASING** your potential and making the progress that you are capable of!

We will expect you to be:

- **IN** on time
- **INCLUSIVE** and respectful of all others
- **INQUISITIVE** and take an active part in your learning
- **INVOLVED** in everything you can be – in and out of class
- **INDEPENDENT**
- **INFLUENTIAL** by having a voice in college
- Proactive, make **INCREDIBLE** progress and be the best you can be.

INFORMED

Communicate changes and opportunities, what's on, where to get help, renew, refresh, update, use best practice – staff and students.

IN ON TIME!

Increased engagement in learning. Attendance thermometers/charts, best group, course and department competitions, meet & greet.

INCENTIVES

Credits, rewards, Student of the week, Congrats Cards, Praise calls to home trophies, photos trips, prizes.

INCLUSIVE | EDI, FBV, Prevent

Equality, Diversity & Inclusion FBV, College values; Displays and Events, TLA, celebrate college values, diversity and individuality.

INSPIRATIONAL

Teaching Learning & Assessment, good practice shared, enables rapid progress to be made with positive impact on students results & VA.

INNOVATIVE

Learning environments; create positive flexible learning space, student displays, exhibitions, campus celebrations, specialist culture & cross campus collaborations. Environmental projects.

INCREDIBLE

Progress & potential; Current progress/Targets Walls, Walls of Fame, aspirational role models, past success displays, stories, achievements, visits out, visitors.

INCREASE

Increase in learners leading & enrichment, work experience volunteering, 'Pass in on'.

INFLUENTIAL

Our Student Voice reflect our commitment to co-designing our Student Life and Curriculum Provision.

INVOLVE

All Staff; active professional support and academic staff engagement. Significant improvement in student behaviour. I'M IN student projects.

Behaviour and Attitudes

We seek to provide a secure, welcoming and inclusive learning environment where students feel safe, enjoy learning and can achieve their academic and personal targets and goals.

Students and staff and visitors are expected to behave in a respectful and considerate manner at all times, built on restorative approaches, with an emphasis on co-operation, conflict reduction, de-escalation and mediation in resolving behavioural issues and retaining students in learning.

We aim to create a culture of mutual respect, tolerance, democracy, individual liberty and shared expectations. These are consistent with British values, a safe learning environment for all members of the college community free from physical risks, bullying or harassment. In addition, an environment that is friendly, inclusive, supportive and that promotes good attendance, punctuality and student progress.

Students are encouraged to report any behaviour that is not consistent with our staff culture. Tutors are responsible for clearly communicating expectations to students and for modelling these expectations in their approach.

- Attend college for every session, on time.
- Complete assignments and hand in work on time.
- Come prepared to every lesson with a positive approach and ready to take part fully in group activity.
- Always have the right uniform, kit and equipment.
- Have regard for the college and treat it with respect, including buildings and property.
- Treat with respect the whole college community including other students, staff and visitors.
- Behave courteously and responsibly, following instructions and health and safety rules.
- Wear lanyards so we know who is part of our community.
- If anyone must smoke, do so only in designated spaces.

Student Behaviour

Behaviour expectations are included in student induction, and lesson, and is revisited throughout the year.. The college PSHCE curriculum, which is delivered through group tutorial or is embedded themes for adult learners, reinforces the expectations and provides information about how students can access support where needed.

Where a student's behaviour does not meet expectations we use restorative approaches where possible. If a formal resolution is needed a restorative behaviour meeting should be held and improvement plan put in place. All behaviour related issues and improvement actions should be recorded on ProMonitor and the behaviour policy gives information about how to manage different issues.

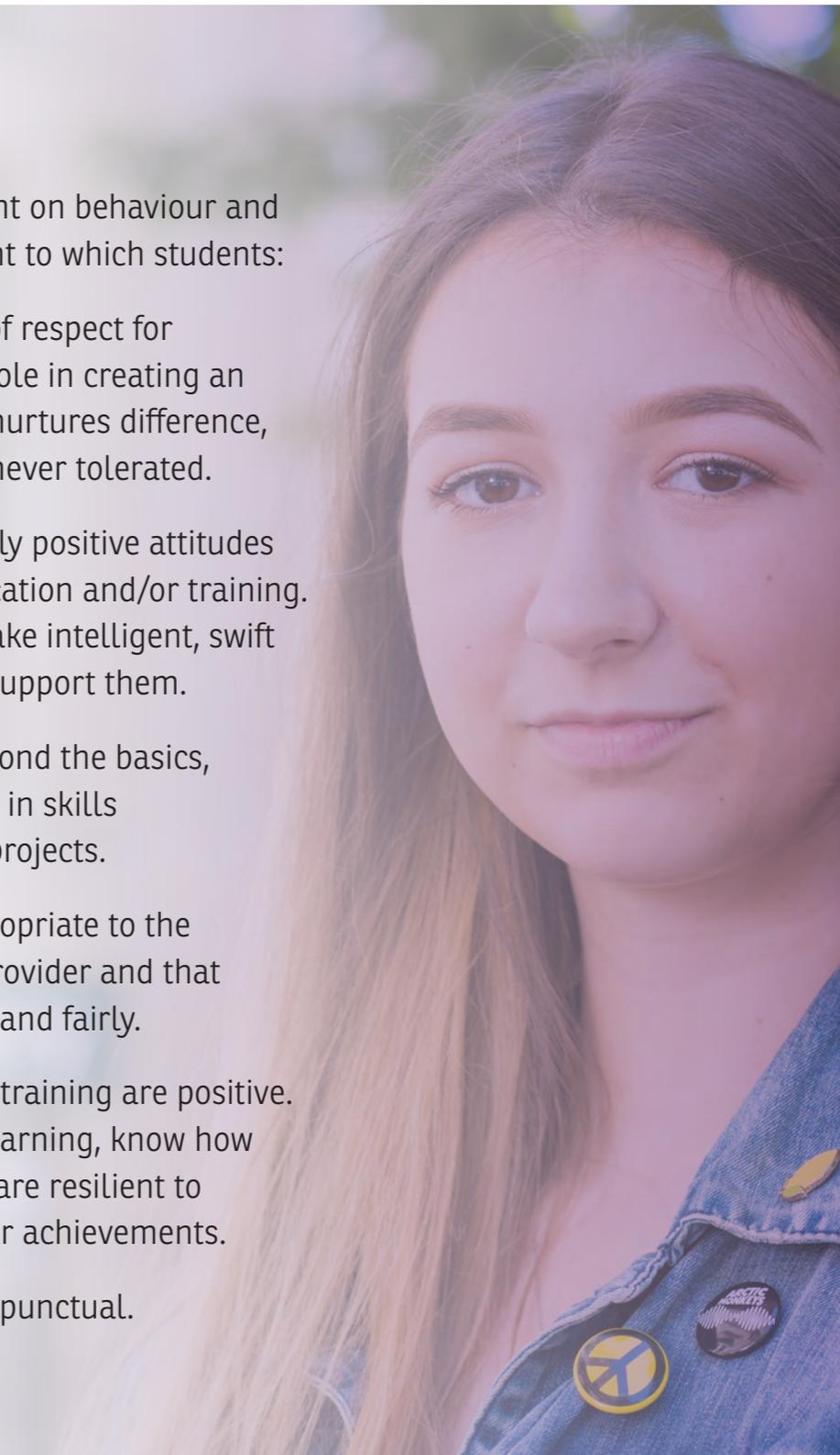
Promoting positive and respectful behaviour is the responsibility of every colleague, and where students or staff are in breach of expected standards, all colleagues are responsible for taking appropriate action.

<https://intranet.leedscitycollege.ac.uk/intranet/coursezone/front.jsp?deptcode=105>

OFSTED Framework:

Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which students:

- have consistently high levels of respect for others, play a highly positive role in creating an environment that values and nurtures difference, bullying and harassment are never tolerated.
- demonstrate consistently highly positive attitudes and commitment to their education and/or training. If they struggle with this, we take intelligent, swift and highly effective action to support them.
- demonstrate commitment beyond the basics, for example high participation in skills competitions or social action projects.
- behaviour and conduct is appropriate to the high expectations set by the provider and that these are applied consistently and fairly.
- attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- have high attendance and are punctual.



Attendance

We promote the highest levels of attendance and punctuality in college to improve outcomes for students. If students are not attending then they cannot benefit fully from inspirational teaching and learning, fully access the resources available for their course or participate in enrichment, visits, group and team activities.

The college attendance strategy can be found on google drive or by using the link below: There is an action plan to focus our efforts to improve attendance.

bit.ly/attendancereport

Departmental targets are agreed by Heads of Department at the start of the academic year and can be seen in the attendance strategy.

OFSTED measures colleges on:

The Provider must ensure that:

- students have high attendance and are punctual.
- students attitude to their education & training is consistently high.
- relationships among learners and staff reflect a positive and respectful culture.
- students have access to a wide, rich set of experiences that teach them why it is important to contribute to society. Participation in these activities is high, particularly for those from disadvantaged backgrounds.
- they prepare students for future success in education, employment and training.
- the curriculum and the wider work, supports students to develop their character – including their resilience, confidence and independence.
 - and help them know how to keep physically and mentally healthy.

Student Induction

The PSHCE framework follows the National PSHCE framework and aims to ensure students are developing the skills to be **active citizens and live healthy, safe, responsible and balanced lives.**

- Students will be encouraged to be enterprising and innovative, make positive learning and career choices, and build confidence, resilience and self-esteem.
- Progress reviews, which are one to one discussions between tutors and students, including right course review and exit review.
- Group taught tutorials covering Personal, Social, Health and Economic Education themes, including safeguarding, health and wellbeing, citizenship and diversity, enterprise and employability, managing money, applying to university and careers. Tutorials are developed within departments supported by the Teaching, Learning and Assessment Team.

Induction

Induction activities will take place in week commencing 2 September and is a key time when students make new friends, get to know their tutors and the college, through engaging and interactive activities planned within department and centrally organised with a focus on inclusion and belonging. Activities will range from team building and campus challenges to life skills and employability.

Induction culminates with The Big Welcome which will be held at the Printworks Campus on Thursday 12 September and will welcome all students. Students will interact with internal and external stalls where they will find all the relevant information they need, including activities and giveaways before enjoying the funfair, live music and food.

**For further information please contact Steven Richards:
steven.richards@leedscitycollege.ac.uk**

Friends

Making friends has a positive impact on academic success, as well as social wellbeing. At college we encourage students to make connections, and always help them to build these connections in and outside of the classroom. Friends help to overcome loneliness and are good for mental health and wellbeing.

OFSTED measures colleges on:

- The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.
- The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.
- The provider consistently and extensively promotes the personal development of the learners.



Safeguarding & Mental Health

Stay Safe

Remember, every staff member is legally responsible for safeguarding and promoting the welfare of learners in their professional practice. That means that every staff member is duty bound to be working in a restorative, student-centred way to act in the person's best interests.

Alongside your induction training and mandatory online training modules for Safeguarding and Prevent, remember you have a legal duty to have:

- Read, understood, and complied with both the college safeguarding policy and procedure and the code of conduct policy at all times.
- Read and understood Part 1 and Annexe A of 'Keeping Children Safe in Education' statutory guidance.
- Understood what to do if a student tells you they are being abused or neglected and be capable of responding appropriately.
- Known about the help process and understood your role in it.
- If you're not sure what to do, talk to your departments' dedicated Safeguarding officer or a Stay Safe Officer on campus.

Departments are also responsible for ensuring all students have access to quality information around safeguarding through the tutorial process. A short introductory activity is available that all students should complete as part of induction and many of the key safeguarding topics are embedded in the tutorial programme.

Whether they seek guidance on staying safe online, caring for their own emotional wellbeing or developing healthy relationships, students at Leeds City College should have all the necessary information at their fingertips.

Lots of extra support around safeguarding is available, from "fast fact" sheets on the Student Life intranet page. Equally if you would like more information or advice, speak to one of your Stay Safe Officers on Campus.

Mental Health

Mental health is a part of everyday life and everyone's responsibility. Staff should promote positive mental health both in their interaction with students and with each other.

Having positive mental health is linked to attendance, achievement and progression for learners and is essential to a healthy work life balance for staff. All staff in college should:

- Refer and signpost students to appropriate support with their wellbeing.
- Help build resilience in our student population through teaching and activities with learners.
- Work restoratively to make college a space where everyone feels comfortable discussing their views around mental health and wellbeing.

The Counselling and Wellbeing page has a wealth of information and links around this topic should staff wish to know more.

For support and information please contact Luz Locatelli Dalimier



Tutorials

Tutorial Topics

All main themes should be covered but there is departmental choice of what key topics should be covered and this will be dependent on the course and students.

Citizenship

- British Values
- Being part of the college community and student leadership opportunities
- Rights and responsibilities in society
- Making informed choices to be enterprising and ambitious in life, education and work
- Being an active citizen in the local community
- Protecting the environment
- Personal finance / money management
- Independent living

Planning for next steps

- Raising aspirations and awareness of the range of opportunities
- Economic and business environment
- Career planning
- Apprenticeships
- HE Choices
- Job applications
- CVs
- Interview skills
- Develop employability skills
- Teamworking
- Leadership
- Flexibility
- Resilience
- Benefits of work experience & preparation for placements
- Skills recognition

Health and Wellbeing

- Living safely in an online connected world
- Prevent and extremism
- Emotional wellbeing and mental Health
- Physical Health and Wellbeing
- Sexual health
- Alcohol abuse
- Drug abuse
- Healthy relationships
- Making friends and keeping them
- Bullying
- Negative relationships abuse / peer abuse
- Child sexual exploitation
- Forced marriage
- Solution donation including Alumni

Equality, diversity and inclusion

- British Values
- Social mobility and overcoming economic disadvantage
- Different groups in society and celebrating diversity
- Unconscious bias and challenging discrimination
- Rights and responsibilities in society

Tutorials

Votes for schools

This year we have subscribed to the Votes for Schools system to help support tutorials.

Votes for Schools is an online programme built to support student tutorials. This is a very flexible programme which is adaptable for our needs. Each week the programme releases a new topic for students to learn about and then cast a vote on. The topics vary from week to week and tackle key themes that include topics in the national news to themes around careers and work experience. Once LCC signs up to the programme we will start to build a library of topics. If a topic is not available we can contact the team directly to provide us with some historical resources.

Each week there is feedback given from the previous week. The team at votes for schools will feedback the results to the government or charity sector for comment or action.

There is a call to action and careers section alternating each week and the presentations where possible will give links to local services.

There are five topics a week and three out of five have an academic focus.

All teaching staff should have a log in. If you would like to request further details and a user log in please contact **Alison Purver**.

Restorative Practice



Restorative Practice is a proactive process that places a focus on building relationships, connections and understanding the power of communication.

It is an approach to communication and behaviour based on a principle of how working with each other, rather than doing things for or to one another, can build a stronger community and working environment. It can help people to find positive, creative solutions to issues that are affecting them whilst avoiding blame, retribution and punishment.

If there has been a relationship breakdown restorative meetings can take place, as long as all parties agree.

How does RP work in college?

- Builds a sense of community
- Positive impact on students and staff
- Enhance students' experience at college
- Improves attendance and retention
- Reduces exclusions

Training and Development

Over the past two years we have delivered many Restorative Practice Awareness sessions to mixed staff groups and department teams.

We now have a group of trained staff to deliver training. We are hoping to have a trained representative from each department to help embed restorative practice across college. If you are interested in becoming a rep for your department please get in contact with **Tanisha Singla**.

To book a restorative practice session please fill out the google form or contact Tanisha Singla, who will help you to plan a bespoke session.

<https://forms.gle/p9gaTDad8ZWQsCt67>

Restorative Language

Restorative conversations can help to resolve conflict and repair relationships as long as all parties are willing to take part.

It is important that we engage with both the perceived harm causer and perceived harmed in the same way to ensure a fair process and that all parties voices are heard.

Past

- What happened?
- What has brought us here today?
- What was happening before?
- What were your thoughts at the time?
- What do you think about it now?

Present

- Who has been affected and how?
- How do you feel now?
- How have you been affected?
- Who else has been affected?
- Has anyone else been affected by this?
- What has been the hardest thing for you?

Future

- What happens next?
- What will you do to move on from this?
- What will you look like when it is done?
- What will help you to move on from this?
- How will we know we have got it right?



Equality, Diversity & Inclusion

At Leeds City College we are proud of the social and cultural diversity of our community and see it as a society that inspires innovation and creativity.

Equality, Diversity and Inclusion (EDI) benefits everybody within the college, as well as other organisations and visitors who may work with us.

Equality means right of opportunity, ensuring that everybody can achieve their full potential. Diversity means that we recognise, respect and celebrate difference in our college community. Inclusion means the extent to which staff, students and visitors feel valued and included.

EDI goes further than making sure everyone is treated fairly - it improves how we operate as a business.

Every year we publish an Equality, Diversity and Inclusion Annual report on the college website.



EDI Objectives

Our 2018-21 EDI Objectives have been developed using feedback and suggestions from our EDI Champions, EDI Committee and the EDI Student Committee. These are the framework of our EDI Strategy and will help us improve our college for all staff, students and visitors over the next three years.

1 Promote Social Mobility

We will promote social mobility through raising aspirations and improving outcomes for all students and staff with protected characteristics or from disadvantaged groups, including economic deprivation.

2 Accessibility

We will champion accessibility, challenge ability discrimination, and promote respect and inclusion regardless of ability, disability or mental health.

3 Voice and Influence

We will promote a diverse culture where students, apprentices and staff are widely consulted and create their own opportunities to shape and promote equality, diversity and inclusion within the college and local communities.

4 Celebrate Diversity

We will seek and create opportunities to celebrate diversity, being responsive around the needs of the college community and ensure excellence through inclusion.

5 Challenging Discrimination

We will promote a culture of mutual respect, tolerance, democracy, individual liberty and shared expectations.

6 Promoting Wellbeing

We will invest in, and promote a culture of mindfulness, positive mental health and wellbeing and across the colleges. Cross-college work to meet these objectives is monitored by the Student Life Team through a shared action plan.

Investors in Diversity

The college received Investors in Diversity accreditation in March 2019. This nationally recognised award was the result of two years of work to measure and improve equality, diversity and inclusion across the college. This will support continuous improvement to ensure the college is a fair and welcoming place to work and study.

Stonewall:

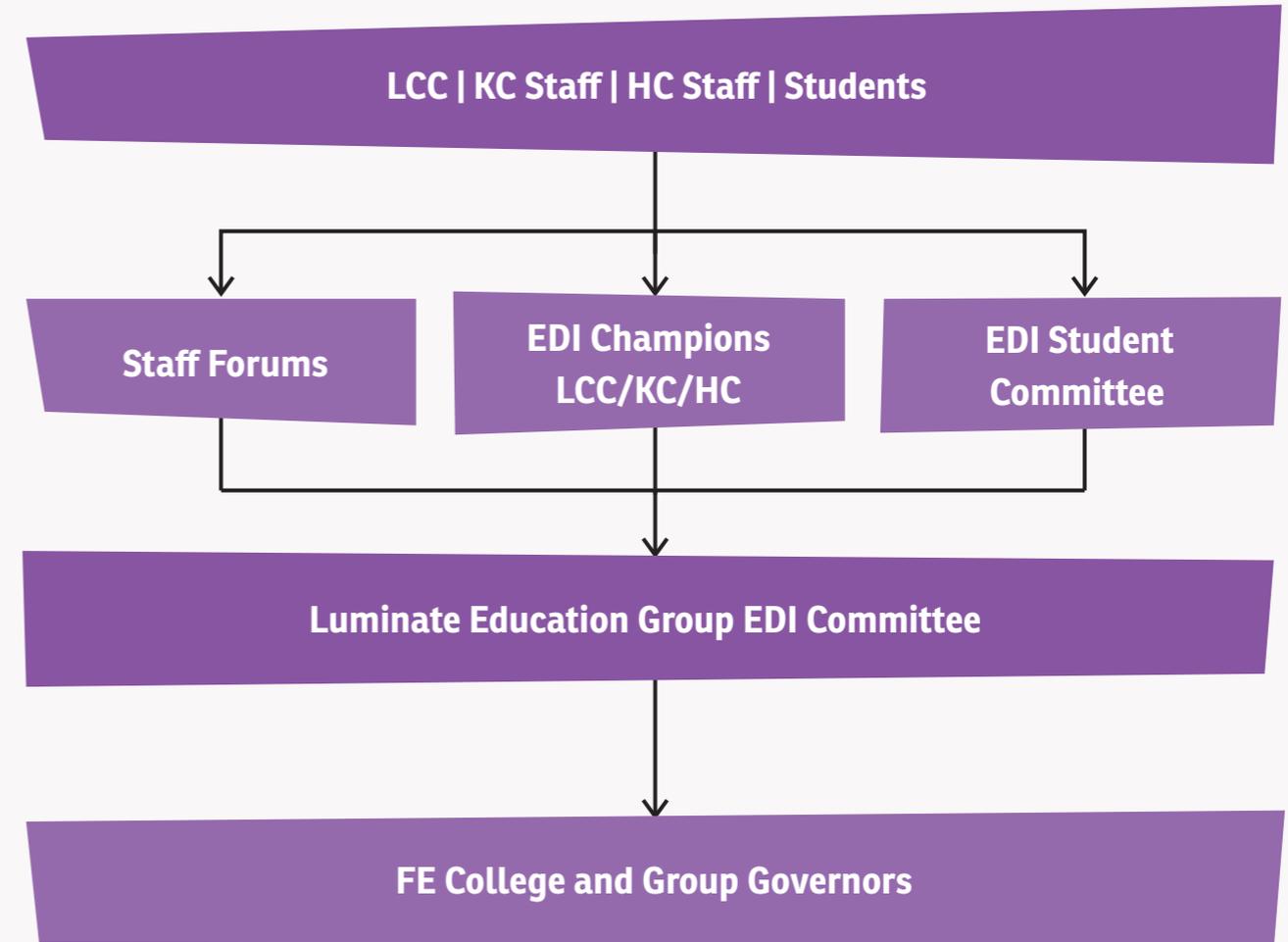
The college has committed to enter the stonewall index. This award helps organisations to improve practices around the LGBT+ community.



Cultural Cohesion Quality Mark

The college has committed to achieve the Cultural Cohesion Quality Mark. Working towards this award helps organisations to evaluate and improve their values, behaviours and knowledge in relation to positive culturally cohesive practice. We aim to achieve this award by 2020.

Equality, Diversity & Inclusion (EDI)



EDI Committee

The committee is chaired by the group's EDI Link Governor and includes Luminate Education representatives from all group members. The committee gives members the chance to share best practice and update on key issues affecting staff and students. This structure holds the college to account and helps to build our EDI work around the needs of our student and staff communities.

EDI Champions

The EDI Champions are a network of staff nominated by departments to lead on equality within their area. They attend meetings and additional training around EDI issues, act as a point of contact for staff in their department, provide feedback on EDI best practice and

drive their EDI actions for quality improvement. Anyone can join the EDI champions please contact **equality@leedscitycollege.ac.uk** and copy in your line manager.

Student Liberation Group

Led by the elected Equality and Diversity Officer, this group of students is passionate about challenging barriers and engaging peers. The group meet to develop campaigns and discuss issues.

Staff Equality Forums

Staff forums are run by and for staff. They hold regular meetings and participate in a range of events to raise awareness of equality and diversity issues. The forums provide the opportunity for staff to share ideas and experiences, support each other, become allies, and play a more active role in shaping decision-making.

There are currently three equality forums, BAME (Black, Asian and Minority Ethnic), Differently Abled and LGBTQ+ staff. If a staff member identifies within more than one of these groups they are welcome to join more than one group. Allies are also welcome to get involved, contact the Chair.

Please contact:

equality@leedscitycollege.ac.uk or

see the Staff Forums intranet page for information on how to participate.

Our Health and Safety Team

The Health and Safety Team works across the college to ensure accessibility of activities, buildings and services. The team's work helps improve equality of opportunity and includes:

- Advising on and assessing reasonable adjustments.
- Risk, work station and display screen equipment assessments to allow all staff and students to study and work safely.
- Providing guidance and resources on offsite visits, trips and activities.
- Monitoring and improving accessibility across all college sites through audits and focus groups.

Contact the team at

STUDENT LIFE ENRICHMENT

ENRICHMENT 19/20

We want students to have fun at college. Students can access a wide range of enrichment activities through our Student Life Enrichment team. Our extensive provision offer students the opportunity to gain social skills, increase confidence, improve communication, broaden their horizons, be inspired and lead healthier lives.

We have four strands to our Student Life Enrichment Team:

- Student Opportunities
- Social Action Project
- Activities Development
- LCC Student Union

OFSTED MEASURES COLLEGES ON:

Inspectors will make a judgement on the colleges' intent, implementation and impact for the personal development of students by evaluating the extent to which:

- The curriculum extends beyond the academic, technical or vocational. It provides for students' broader development, enabling them to develop and discover their interests and talents.
- The curriculum and the provider's wider work support students to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.
- At each stage of education, the provider prepares students for future success in their next steps. The provider prepares Students for life in modern Britain by:
 - Equipping them to be responsible, respectful, active citizens who contribute positively to society.
 - Developing their understanding of fundamental British values, developing their understanding and appreciation of diversity.
 - Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Our provision goes beyond the expected so that learners have access to a wide set of experiences to support their personal development.

MAKING IT HAPPEN

The Student Life Enrichment team work with a wide range of local and national organisations to improve and support our offer by gaining funding, utilising resources and developing relationships.

We work with students to ensure that the offer will engage, challenge and be relevant for students' needs, personal development and future career paths. Enrichment is organised for students through departments and central teams.

ENRICHMENT CAN TAKE MANY FORMS INCLUDING:

- WEEKLY ACTIVITIES.
- SOCIAL AND EDUCATIONAL TRIPS.
- VISITING SPEAKERS.
- LOCAL AND NATIONAL EVENTS.
- VOLUNTEERING AND SOCIAL ACTION PROJECTS.

EXAMPLES OF ACTIVITIES ORGANISED CENTRALLY:

- Duke of Edinburgh Award- within curriculum or as part of Student Life provision.
- Social Action projects.
- Volunteering
- Student Leadership opportunities and training.costing
- Fundraising
- Campaigns
- Sports and Activities

STUDENT VOICE

We work with students through our Student Union and Student Leaders in co-production and co-design to shape our provision. Student Voice is an integral part of college life and plays a pivotal role in ensuring that the college is consulting, communicating and reviewing what we do, Students are the college's major stakeholders and it is important that we engage them in all aspects of college life to ensure that we are offering the best possible service.

LCC STUDENT UNION

Our Student Union has a full executive committee consisting of a full time paid President as well as paid part time officers who work alongside their studies. The officers represent the following areas:

- Education
- Equality, Diversity and Inclusion
- Campaigns
- Higher Education
- Sports and Societies

All students automatically become members of LCCSU and benefit from a full range of activities including:

- Organised social trips and visits
- Range of activities and societies identified by the SU team in co-design with students
- Access to discounts through (TOTUM formerly NUS card)
- Support and advice if things go wrong

LCCSU SOCIETIES

Our SU has a range of societies that students can engage with throughout the year. Students are free to join as many societies as they like and with the SU support can create their own if they have an interest in something new.



OUR SOCIETIES INCLUDE:

- Basketball Society
- Football Society
- Table Tennis Society
- LGBTQ Society
- Debating Society
- Afro Caribbean Society
- Islamic Society
- Deaf Society
- African Dance Society
- Board Games Society

RUN BY STUDENTS FOR STUDENTS

Student Financial Support

Students facing financial hardship can access a range of **financial support** to help them **succeed with their studies.**

This support enables eligible students to overcome barriers which may prevent them from taking part in, or continuing in learning. It aims to maximise students' chances of completing their programme of study, achieving their potential and progressing to positive destinations. We see our students funds as key to improving social mobility.

The following financial support is available to eligible students to help with costs associated with studying:

- 16-19 Discretionary Bursary.
- 16-18 Priority Fund.
- 19+ Discretionary Fund.
- 20+ Childcare Fund.
- Care to Learn – a government scheme to help with childcare costs for under 20s.
- Advanced Learner Loan Bursary.

For more information or guidance contact your **Coaching Tutors** or at your **Curriculum Admin Office**. For full details, visit: www.leedscitycollege.ac.uk/financial-support

Student Financial Support Fund



Students may receive the following support, depending on their individual circumstances:

- Travel passes.
- Meals including supermarket vouchers whilst on internships and work placements.
- Childcare costs.
- Hardship and emergency funds.
- Advanced Learner Loan students may also receive support with course related equipment, kit and uniform as well as education visits and residentials.
- Free sanitary products.

For other students, course related costs are funded by departments.

How to apply

Once enrolled on a course, students can apply through the Student Financial Support Funds and Welfare intranet page by visiting <https://bit.ly/2ZRwL60>

All applications must be received by 25 October 2019.

Policies and Procedures are available at: <https://bit.ly/2IONemP>

Careers, Work Experience and Progression

The central work experience team, coordinates work experience placements and health and safety checks. Students can source their own placement or have one arranged for them. The Business Engagement Team is always looking for new employer contacts to ensure meaningful and valuable experiences for students and opportunities for industrial updating for staff.

All work experience activity must be recorded on ProMonitor for cross-college monitoring and a completed work experience log uploaded after placement.

Curriculum departments are responsible for preparing students for their work/industry placements.

The Careers, Work Experience and Progression Team will support you to develop students' skills and experience to prepare for progression whether to HE, further study, apprenticeships or employment. **For more information please contact Harriet Pickering.**

Work experience

Work experience, for the majority of 16-18 year old students, is a mandatory part of their study programme and /or qualification and many 19+ students require vocational placements. Work experience includes external work placements, work taster days, social action projects (SAPs), simulated work environments or running a student enterprise, which helps prepare students for the world of work. Most of our Key Stage 4 students will do work experience too.

Industry Placements

Some level 3 students undertake extended industry placements in preparation for T Level qualifications (min 45 days). **Please contact Gina Yates.**

International work placements

A smaller number of students, through their curriculum engagement, have the opportunity to complete European work placements through the Erasmus+ Programme.

These placements last from two to three weeks and are reliant on the partnership work between the college and European partners in education and industry. The college also hosts international visiting students and staff. **Please contact Gina Yates for further information on how to get involved.**

Careers

Our career planning is destination-driven. We will encourage students to set targets and help them achieve their goals. Students have access to the following careers and IAG offer:

- Careers advice and guidance through their curriculum school and advertised specialist careers guidance through appointment and careers drop-in sessions.
- Careers software 'Start' for careers awareness and jobs options to inform choice and career planning. All students, parents and staff have access to this platform. Logins are given out at the start of the year.
<https://www.startprofile.com/>
- Support to apply to higher education and further study, apprenticeships and employment internally and with other providers.
- Events and activities where external employers, third sector organisations, universities, HE and apprenticeship providers are available to talk to students about their progression opportunities.

Events and activities include:

- Higher Education (HE)/UCAS information events.
- Careers Fairs (bespoke to departments on each campus).
- Progression for HE, apprenticeship and employment.
- Engagement bespoke to curriculum departments such as employer talks, projects and HE progression intervention.
- The National Collaborative Outreach Programme (NCOP) - provides a range of activities and opportunities to engage 14- 19 years old students with progression to HE.

Information resources for staff and students include opportunities and volunteering, work experience (outside of their study programme), apprenticeship and job vacancies, careers information resources and activities to enhance student experience and progression. Examples include advice with CVs, interviews and applications. Tutors can access resources, lesson plans, book sessions and request visiting speakers from industry or external organisations.

<http://bit.ly/2ktpeek>. Please contact Harriet Pickering.

Students identify their planned career pathways and record on ProMonitor. These inform their careers guidance and their work experience placement. Careers guidance is recorded in ProMonitor as 'meetings'. The college's careers programme is framed by the Gatsby Benchmarks (see below):

- A stable careers programme.
- Learning from career and labour market information (LMI).
- Addressing the needs of each student.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

Each curriculum department at the start of the academic year sets out a careers and work experience plan to meet these national criteria. These in turn reflect the expectations of Ofsted measures.

OFSTED measures colleges on careers and work experience:

At each stage of education, the provider prepares learners for future success in their next steps. The provider must ensure that:

- Personal development is exceptional.
- They go beyond what is expected so students have access to a wide, rich set of experiences.
- They prepare students for future success in education, employment or training by providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work.
- Students are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study.

The college collects the study, training and work destinations of all students when they leave us. We are developing our Alumni network to keep in touch with our former students, who can mentor, inspire and motivate our current students.

Parents and Carers Partnership

From application to course completion, **a strong relationship with parents and carers** sits at the heart of our successful model of support for all learners. In order for young people to attend, aspire, participate and progress, good working relationships with the people who care for them outside college are essential.

In addition, for all learners under the age of 18, the college has a legal duty of care. Working appropriately and productively with parents and carers is an essential part of that.

In order to support departments with delivering those outstanding partnerships, there is a minimum offer expected for anyone working with learners under the age of 18.

This includes:

- Parental welcome meetings in the first half term and at least one progress evening before the end of the third half-term.
- Timely written reporting to parents over the course of the year.
- Parents to have access to the college Behaviour Policy and be involved in all disciplinary processes, including behaviour and attendance improvement contracts.
- Where appropriate, access to information around student funds available to help the student access learning.
- Contact in the event of student absence for all learners below the age of 18 or with an EHCP.
- All parents having access to the Parent Portal before the end of the first half-term and up to date information around timetables and attendance always available on that portal.

Young People with Care Experience

As a college, we have over 200 students who are children looked after or care leavers.

We all know that these learners face some of the biggest challenges and all of us work hard to ensure they get an equal chance to succeed. For many, we may be the best chance they have to feel the sense of acceptance and belonging that every child deserves.

Whether a student is in care, being housed in a trainer flat to develop their all-important life skills or has recently left care, the college owes them the opportunity, guidance and advice to make the most of their talents and capabilities. In order to secure those opportunities, every department should have a dedicated team member who oversees the progress and achievement of this cohort within that area.

Our duty to these learners includes ensuring each Child Looked After has an up to date Personal Education Plan which is reviewed regularly. That document will lay out the targets and goals for that learner and outline any support they may need to achieve them.

The college's Welfare Team is always on hand to provide advice and guidance on financial matters and make sure students access all the funding for support to which they may be entitled.

The college has strong links with virtual schools in the area and a dedicated staff member who coordinates the support given to all Children Looked After or Care leavers who require it.

For more information **contact Tanisha Singla.**

STUDENT LIFE & PDBA PRIORITIES 2019/20

I'm In Student Voice, Activities & Engagement

- Develop the model for enrichment, engaging curriculum departments, demonstrate the impact of enrichment on outcomes and review recording of engagement.
- Develop and implement a strategy for student leaders.
- Develop a parent voice strategy.
- Review the inclusive behavior policy to include attachment awareness, embed restorative practice in tutorial and promoting the five components of emotional intelligence.
- Ensure delivery of cross college induction strategy and ongoing tutorial / PSHCE content and training informed by student voice and expert resource.

Careers, Work Experience & Employability

- Develop capacity to deliver industry placements.
- Measure the quality and impact of work placements for students, employers and curriculum, including White Rose Academy Trust, and increase training & support for employers based on feedback.
- Pilot the Start digital careers software.
- Achieve the Quality in Careers standard to demonstrate Gatsby benchmarks.
- Develop a STEM careers strategy.
- Deliver Cyber First and other sector priorities to improve employer engagement and understanding of careers.

Safeguarding, Mental Health and Wellbeing

- Produce a mental health and wellbeing strategy for students and identify opportunities to teach resilience and mindfulness.
- Introduce Mental Health Support Team in college.
- Achieve Mindmate Friendly status for a whole campus.
- Develop external partnerships to improve referral pathways and information sharing.
- Plan learning opportunities around priority issues of peer abuse, gang culture, substance misuse, sexual exploitation and emotional wellbeing.
- Develop sex and relationships education delivery model.

Student Life Performance and Projects

- Demonstrate impact of PDBA and student life and refine the performance reporting.
- Establish a Care Experience service to close outcome gaps for students and prospective students with care experience.
- Produce a team, FE colleges and external communications plan for PDBA to raise the profile of all aspects of the team's work / success and link to strategic priorities and relevance to curriculum departments.
- Training and development strategy for **Personal Development, Behavior and Attitude** and Student Life key themes, including EDI and RP.

STUDENT LIFE & PDBA PRIORITIES 2019/20

Developing social and cultural capital

- Identify opportunities for community engagement with a focus on communities around White Rose Academy Trust academies (WRAT).
- Promote community cohesion and link to parent and carer strategy.
- Engage with local anti-poverty campaigns and run a financial inclusion project
- A new student-led digital platform to record skills development and experience to support progression

Progression to work, apprenticeships and HE

- Refine career planning and destinations reporting relating to LMI and department quality measures.
- Promote pathways into apprenticeships and higher education pathways.
- Develop student involvement and role models for careers aspiration and for work placement preparation.
- Develop a digital Job Shop.
- Embed Alumni scheme and network for FE colleges and WRAT.

Equality, Diversity and Inclusion (EDI)

- Promote the Equality Objectives & action plan.
- Work towards Leaders in Diversity for Leeds and Keighley and support other group members with IID2 Stonewall Workplace Equality Index.
- Demonstrate progress towards the Cultural Cohesion Quality Mark.
- Nurture EDI forums for BAME, LGBT and differently abled staff and links with student LCBT+ society, extend EDI champions programme.

Student Funds and Welfare

- Maximise the uptake of Care to Learn and Priority Funds, promote childcare funds to dads.
- Celebrate the impact of the student funds on engagement, retention and achievement.
- Review the forecasting and monitoring processes to maximize beneficiaries with no overspend.
- Review the processes for childcare funds with student and provider experience at the heart.
- Identify new sources of funds, sponsorship and philanthropic donation including Alumni.

STUDENT LIFE & PDBA PRIORITIES 2019/20

Improving Attendance

- Specify and produce timely attendance reports which allow analysis by a range of factors including deprivation, vulnerability and protected characteristic and produce weekly monitoring charts.
- Share innovation and improving practice at Excellence Networks.
- Share attendance improvement strategies and initiatives within FE Colleges learning from WRAT.
- Ensure teacher targets include attendance.
- Continue the focus on belonging to create a restorative, inclusive and respectful culture.

Global Citizenship

- Recruit student leaders to promote transnational and help prepare peers for placement.
- Develop an internationalisation and a global citizens' strategy.
- Explore opportunities to establish international volunteering opportunities with local partners including HEIs, develop SU partner / twin college overseas.
- Source international work placements and visits (student and staff) by securing industry sponsorship.
- Reduce paperwork, develop digital platform solution.

Luminate Group/schools projects

- Review WRAT careers project and identify shared goals.
- Establish an Alumni Scheme to engage and track careers of former students and set up peer and alumni mentoring between LCC and WRAT.
- Include LMI and career learning in school liaison activity.
- Share destinations.
- Embed group safeguarding reporting and identify opportunities to share safeguarding practice.

Student Life Team Development

- Promote a can do attitude in all our interactions with students and develop restorative practices.
- Plan and deliver a leadership programme for Student Life managers and team leaders and offer career planning and personal development workshops.
- Mindfulness and wellbeing opportunities shape our working practice and develop a culture of reward and wellbeing including time for CSR projects and staff focus groups.
- Participate in development activities around student engagement and leading innovation.



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STUDENT LIFE

