# THE UNIVERSITY OF LEEDS

# Policy on Support for Students/PGRs Who Are Parents or Carers

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# THE UNIVERSITY OF LEEDS

## Policy on Support for Students/PGRs Who Are Parents or Carers

## Overview

This flowchart summarises steps that can usefully be taken to support a student/PGR who is responsible for caring for a child or dependent adult. In the full policy: Section 4 covers a range of accommodations which may be needed, depending on individual circumstances. Section 5 outlines considerations for Schools and Faculties when determining the appropriate level of flexibility.

Section 9 addresses some frequently asked questions about the range of support available to students/PGRs who are parents or carers.

**Step 1**

Student/PGR considers whether their caring responsibilities might have an impact on their attendance and/or assessments (for PGRs, presence on campus for meetings/training and ability to produce written work). If yes, student/PGR requests a meeting with a trusted member of staff in their school. (For taught students, normally the student education support manager in the first instance; for PGRs, normally the research supervisor or Director of Postgraduate Research Studies).

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**Step 2**

Member of staff responds, meets with the student/PGR and considers the implications of the caring responsibilities for all elements of the programme of study, including course placements, study abroad and field work.

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**Step 3**

School/Faculty prepares a written statement detailing the agreed flexibilities and sends a copy to the student/PGR.

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**Step 4**

Responsible member of staff communicates written agreement to relevant others e.g. personal tutor, exam boards/Director of Postgraduate Research Studies along with, where appropriate, a mitigating circumstances form.

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**Step 5**

Student/PGR and member of staff jointly monitor the agreement and agree further adjustments if the need arises.

# Policy on Support for Students/PGRs Who Are Parents or Carers

This document provides prospective students/PGRs, current students/PGRs and staff – particularly student education support staff, personal tutors, academic tutors, supervisors, the Director of Postgraduate Research Studies, and all other staff who have a role in advising or supporting students/PGRs – with information about the University's approach to supporting students/PGRs with dependants.

N.B. The University has a separate policy on support for pregnant students/PGRs and students/PGRs with very young children: https://equality.leeds.ac.uk/equality-inclusion-framework/policies/.

## 1. Key Guiding Principles

The University of Leeds believes that being or becoming responsible for a child or dependent adult should not, in itself, be a barrier to a student/PGR, or prospective student/PGR, starting, succeeding in, or completing a programme of study at the University of Leeds.

The University is committed to being as flexible as possible, whilst, at the same time, making sure that any accommodations made for the student/PGR do not compromise academic standards. The special arrangements which can and should be made for a student/PGR in these circumstances will vary from Faculty to Faculty and, indeed, from programme to programme. However, the general approach to be taken in these circumstances is consistent across the University.

This policy is based on a set of important guiding principles, namely:

- **Avoiding less favourable treatment.** The University and its staff shall make sure they avoid treating a student/PGR less favourably than other students/PGRs on the grounds that they are, or becomes responsible for the care of a child or dependent adult.

- **Taking a flexible approach.** Staff will take a flexible approach to facilitating the continued learning and research of students/PGRs with dependants.

- **Demonstrating a non-judgmental and sensitive approach.** When supporting and working with a student/PGR on these matters, staff must take an open-minded and non-judgmental approach. Information provided by the student/PGR should be treated sensitively and only passed on to others on a need-to-know basis (for example, in order to set up appropriate adjustments for the student/PGR).

- **Enabling informed choices.** Members of staff will not attempt to direct or unduly influence a student/PGR's decisions. Their role is to provide context and advice to the student/PGR, and to explore, in consultation with the student/PGR and others, flexibility that can be applied to the student/PGR's programme or period of study to provide appropriate support.

## 2. Summary of Key Responsibilities

**The University will ensure:**

- Sufficient information is provided about the essential requirements of a programme of study for a prospective student/PGR to make an informed decision about whether the programme is realistic for them in the light of their caring responsibilities;

- Any student/PGR who has responsibility for the care of one or more children or dependent adults before or during a period of study at the University is accommodated as far as practicable to allow him/her to complete their programme of study, providing academic standards are upheld;
- Relevant staff are made aware of the terms of this policy and their responsibilities arising under it;
- Staff in the Equality Policy Unit are available to discuss with staff the best way to support the continuing study of such a student/PGR to ensure they are able to complete their programme of study;
- Appropriate support is available to students/PGRs through various support services;
- The policy is kept under review and updated as necessary.

**Schools and Faculties must ensure:**

- An appropriate member of staff is identified as the normal first point of reference for students/PGRs with dependants to discuss the options available to them;
- Ensuring that the identity of this person is widely publicised;
- The policy is widely publicised and available to staff and students;
- Wherever practicable, accommodation is made to ensure that such a student/PGR is able to complete their programme of study;
- The student/PGR is given information on other sources of advice/support (see Section 9).

**Individual staff members are *advised to***:

- Familiarise themselves with this document and the University's responsibilities towards students/PGRs who disclose caring responsibilities.

**Individual staff members to whom caring responsibilities are disclosed are *responsible for:***

- Reading the policy and, in particular, becoming familiar with the procedure for supporting students/PGRs with dependants;
- Treating any disclosure of caring responsibilities seriously and making students/PGRs aware of appropriate sources of support;
- Discussing with the student/PGR how the caring responsibilities might impact on their programme of study. This may be particularly important on programmes leading to professional registration;
- Respecting a student/PGR's right to confidentiality and verifying that a student/PGR has no objections to their situation being discussed with others – particularly when information needs to be passed onto other staff members to arrange any agreed accommodations to the programme of study or adjustments to fees;
- Ensuring accurate information is given to prospective students/PGRs regarding the availability of support for students/PGRs with dependants;
- Seeking advice from colleagues or central support services within the University if they are unsure of how best to support the continued study of such a student/PGR (see Section 9).

**Students/PGRs (and applicants) who wish to take advantage of situations covered by this policy are *responsible for***:

- Disclosing their situation to a trusted member of staff within their School or Faculty, including giving an indication of the anticipated impact on their studies;
- Ensuring the safe supervision of any child they may bring onto campus.

**Students/PGRs and applicants covered by this policy are *advised to*:**

- Read the policy in order to understand the University's approach to supporting students/PGRs with dependants;
- Ensure that they have a clear idea of what will be expected of them on their course of study in order to understand the potential impact of any absences resulting from their caring responsibilities.

## 3. Does a student/PGR need to notify their School/Faculty[1] of caring responsibilities?

Students/PGRs are not under any obligation to inform their School/Faculty if they have responsibility for one or more children or dependent adults whilst they are a student/PGR here. However, it is important to note that a School/Faculty will not be able to take a flexible approach to their programme of study, or provide specific support to the student/PGR, unless it knows about the situation.

A student/PGR may be required to provide evidence of their status as a carer. Recognising that caring responsibilities vary in nature, evidence may take a number of different forms e.g.

- Self-certification regarding the nature of the caring duties and how this may affect their studies, including how long they anticipate this will last;
- A GP letter confirming that they are responsible for the care of a dependant;
- A local authority carer's assessment;
- Any other reasonable evidence.

Whilst making a decision on whether or not to inform their School/Faculty, students/PGRs are encouraged to consider the following:

- If a student/PGR's absence (for example, to make alternative care arrangements or accompany the dependant to medical appointments) impacts significantly on the student/PGR's studies, the School/Faculty will only be able to take proper account of the reasons for absence if they are notified of these;
- In some cases, a student/PGR's absence from University might be something that needs to be discussed with other organisations. For example, if a PGR is in receipt of a University or Departmental Scholarship or funding from a Research Council or other external body, they should refer to the terms and conditions relating to their award. The student/PGR will generally be required to notify their supervisor;
- Sometimes, the absence of a student/PGR from University can adversely affect the work of other students/PGRs they are working alongside (for example, on a group project or in a research team), which might make it more important to notify the School/Faculty, so that plans can be made to deal with any such issues arising from the absence.

## 4. Implications for study

When a student/PGR contacts a member of staff to discuss any circumstances covered by this policy, a response should be made within 5 working days and further discussion arranged as soon as possible thereafter. This will normally be the member of staff responsible for student support in their School/Faculty in the first instance, or for PGRs, the Director of Postgraduate Research Studies.

[1] In most cases, the most appropriate place to report, and receive support for, caring related needs will be the student's School. In Unitary Faculties (LUBS and Biological Sciences) it may be the Faculty or a sub-unit within the Faculty.

The member of staff to whom the caring responsibilities are disclosed will determine whether they are the most appropriate person to discuss how the caring responsibilities are likely to impact on the programme of study. Student/PGR support staff will advise those members of academic staff who need to be aware of the circumstances and may recommend that further discussion takes place with a member of academic staff such as a Personal Tutor, Course Tutor or Director of Postgraduate Research Studies or Supervisor, although any information disclosed may only be passed on with the student/PGR's permission.

Although it is recognised that caring responsibilities can be intermittent and alter over time, it is recommended that the student/PGR and appropriate staff member meet to discuss and agree a written plan covering the likely accommodations needed. Where the agreed accommodations fall under mitigating circumstances, the relevant form should be completed and submitted as normal.

Examples of the types of accommodation that may need to be considered include:

- Recognising the need to arrive late or leave early in order to place their dependant in appropriate daytime care;
- Agreeing periods of authorised absence and making arrangements for the student/PGR to catch-up on lectures/tutorials/training/access to resources needed for research missed for reasons related to caring responsibilities to ensure that they are not at an academic disadvantage;
- Providing timetables, wherever possible, at least one month in advance to allow the student to make necessary alternative care arrangements and recognising that such students may not be able to attend academic activities in the event of late changes to timetables [not relevant to PGRs];
- Adjusting timescales/deadlines for assessed coursework or exam submission deadlines if the caring responsibility prevents compliance [for PGRs: Transfer, Annual Monitoring or final examination];
- Recognising caring responsibilities as a legitimate reason for claiming mitigating circumstances when such responsibilities impact on study or assessment;
- Ensuring that the student/PGR has adequate opportunity to make up missed time e.g. Through access to any missed materials, or rescheduling of practical activities;
- Taking account of caring responsibilities on studies which require an external placement (including industrial placements, work in NHS for PGRs, etc.). Where possible, priority should be given to ensuring that the placement is within reasonable travelling distance to accommodate continuing care arrangements;
- Ensuring that adequate notice of such placements and/or of distant fieldwork activities is given to allow the student/PGR to arrange any necessary alternative care;
- Taking into account the student/PGR's availability when arranging activities that involve group work;
- Consulting the Faculty or School Special Cases/Special Circumstances/Mitigating circumstances Committee (local titles vary - FSCC[2]) about the potential for flexibility in relation to the way in which credits are scheduled/distributed [not relevant to PGRs];
- Allowing the student/PGR first attempt re-sits at future examination periods, for example in a situation in which the caring responsibility prevents the student from taking an examination at the normal time for their programme of study, or to have different annual monitoring arrangements for PGRs;

[2] If the flexibility required is not within the remit of the local Special Cases Committee, that Committee may put forward a recommendation to the University Special Cases Committee

- The student/PGR taking some time out from their studies which would involve the student/PGR completing a temporary leavers form (taught students), or speaking to their Research Tutor to discuss suspension/extension of study (research students) normally for a pre-determined amount of time. The period of temporary leave may be extended if the time required to complete the programme of study will still fall within the maximum time limit allowed for the programme either by the University (and/or, where applicable, professional bodies);
- Consideration of a transfer to part-time study (information on the financial support available to part-time students is available from Funding within Student Administration (Tel: 0113 34 32007; email: financialaid@leeds.ac.uk). (Please note that international students in the UK with a Tier 4 General Student Visa are not permitted to change to part-time study.)

In the event that a student/PGR needs to take time out from their studies they are advised to contact the Accounts Receivable section of Student Administration to discuss the potential impact in terms of payment of tuition fees. In the event that a student/PGR needs to defer their studies, every effort will be made to ensure that they are not financially disadvantaged e.g. if studies are suspended, the tuition fee on return would normally remain at the rate which applied before the suspension.

**Please note that, if the student is in receipt of a bursary or scholarship, they must also discuss the implications of any absence with the funding body.**

## 5. How should a School/Faculty determine an appropriate degree of flexibility?

It is not possible to provide a definitive list of special arrangements that might be considered reasonable in every possible situation because the decisions about which arrangements are appropriate in each particular case will vary according to a wide range of factors. These factors include the student/PGR's individual circumstances, the time of year, the structure and content of the particular programme of study and restrictions imposed by professional bodies.

Staff members are advised to take into account the following when considering what might be appropriate in a given case (in the case of PGRs, advice is available from Postgraduate Research and Operations – http://www.leeds.ac.uk/rsa/):

- A student/PGR's own views on their options are very important and it is vital that staff consult him/her openly on the way forward, rather than seeking to implement a predetermined set of adjustments;
- At the same time, it is important to note that Schools/Faculties do not have to agree to any or all requests made by the student/PGR. There may be some situations in which it is impossible or unreasonable for a School/Faculty to agree to a particular request;
- A School/Faculty should not normally decline a request from a student/PGR carer for particular special arrangements solely on grounds that they are too costly to implement (although this may be one factor taken into account when deciding on the overall reasonableness of meeting the request);
- If a School/Faculty decides to decline a flexibility request from a student/PGR carer, it is considered good practice for the School/Faculty to document its reasons for refusing the request and discuss with the student/PGR why this particular request is not considered "reasonable" in the particular circumstances;
- In cases where deferring studies would lead to a student/PGR taking longer to complete a degree programme than would normally be permissible, the School/Faculty may decline a request for further time out from studies (in order to ensure that the information gained in previous parts of the programme remains

current enough to count towards the qualification in question). However, in these circumstances the School/Faculty should still strive to demonstrate a flexible approach, where practicable, in relation to this deadline for programme completion, whilst ensuring that the student/PGR does not exceed the overall time limit allowed for their programme of study by the University or a relevant professional body. (Please note that international student/PGRs in the UK with a Tier 4 General Student Visa may not be permitted to defer study. Advice should be sought from the International Student Office - http://www.internationalstudentsupport.leeds.ac.uk/);

- In some cases, it might be appropriate for a School/Faculty to show flexibility in relation to which modules count towards a particular qualification to accommodate a student carer, providing academic standards are upheld [not relevant to PGRs]. In such circumstances normal procedures would need to be followed in terms of gaining approval for such changes e.g. via the School/Faculty or University Special Cases/Special Circumstances/Mitigating Circumstances Committee (local titles vary). In some situations, however, such flexibility could lead to a student missing a piece of work or module which is required for professional or vocational accreditation. Care should, therefore, be taken to check that any missed work will not adversely affect the accreditation of the student or, at the very least, the student should be made aware of the potential impact in terms of their future employability.

Where a student/PGR is dissatisfied with the degree of flexibility offered, they may ask their School/Faculty for information about the local complaints procedures or make a formal complaint, if appropriate – in line with the Student Complaints Procedure (http://www.leeds.ac.uk/secretariat/student_complaints.html).

**Staff members are welcome to seek advice on what might constitute appropriate flexibility in a particular case from the Equality Policy Unit (see Section 6 below).**

Occasionally, a situation may arise in which a School/Faculty is already making allowances for an individual student/PGR for reasons not related to caring responsibilities (for example, for reasons linked to disability or religion). This does not mean that it is unreasonable for him/her to benefit from separate/additional flexibility relating to caring responsibilities. It is important that, in these situations, the School/Faculty strives to separate out these different issues and clarify with the student/PGR what flexibility relates to which reasons[3]. This approach will help Schools/Faculties to ensure that the flexibility remains in place only for as long as it is required.

## 6. What support is available to staff members to help them to advise, or take a flexible approach to, a student/PGR with caring responsibilities?

### Support from the Equality Policy Unit

If, at any stage, a member of staff would like some assistance in thinking through the practical implications of an individual student/PGR's caring responsibilities, they are welcome to request a meeting with an Equality and Inclusion Manager from the Equality Policy Unit to act as an initial sounding board.

[3] If, for example, a student/PGR carer is already receiving reasonable adjustments relating to disability, the School/Faculty should ask itself what flexibility it would permit for a non-disabled student with such responsibilities and ensure that the same flexibility is available to the student/PGR carer. Otherwise, the School/Faculty would be in danger of treating the disabled student less favourably than a non-disabled student would be treated in the same situation. The same approach should also be taken by Examinations Boards or those dealing with academic appeals in cases like these.

Since this meeting is intended to assist the member of staff in thinking through options, and because the Equality Policy Unit does not normally provide advice to individual students/PGRs, the student/PGR would not normally be present at the meeting. (The student/PGR, of course, is welcome to make use of the LUU Student Advice Centre at any stage as an alternative.)

The Equality and Inclusion Managers may be contacted by email at equality@leeds.ac.uk or by telephoning 0113 34 33964.

Members of staff may also wish to consult their own manager/supervisor or one of their local Equality & Inclusion Coordinators as alternative sources of advice on these matters (bearing in mind the need to respect confidentiality if so requested by the student/PGR).

## 7. What support and facilities are available for a student who is a parent?

There are a number of sources of practical support available to students/PGRs who are parents, administered by either the University or LUU. This includes support to assist parents with the costs associated with studying at this University. (Links to more information about these funds are provided in Section 9 below.)

### Bright Beginnings Childcare Centre

This is available for University staff and students/PGRs. Located on campus, Bright Beginnings offers provision to children from the ages of 3 months to 5 years. For more information visit: www.brightbeginningschildcare.co.uk.

Services include:

- Childcare Centre for 168 children;
- 32 place play scheme for school half terms and holidays;
- Sensory Room;
- Award winning gardens and outdoor provision;
- Crèche facilities for conferences and Departments;
- Extra-curricular activities (these incur an additional cost) e.g. Jo Jingles and Baby Ballet.

### Emergency Short Term Child Care

In some circumstances, *Bright Beginnings Childcare Centre* may be able to provide emergency support for parents who have need for short term emergency childcare; for example in the event of their regular childcare provider being ill, or for students/PGRs who need to take examinations and have no other childcare cover (see Section 9 for contact details).

### Breastfeeding Facilities on Campus

Whilst there are no restrictions on feeding (bottle feeding or breastfeeding) at the University, there are currently no specific facilities available for these purposes or for the preparation of food or expression of milk. Should a student/PGR require a private space for these purposes, they can speak to their School/Faculty (normally their personal tutor/research supervisor) who should endeavour to provide a private, safe area for the student/PGR's use. If a parent intends to feed their child regularly in a space provided by the School/Faculty, a further health and safety risk assessment should be considered. If requested, rest facilities will, where possible, be provided which are near to toilets and which includes the facility to lie down.

The LUU Advice Centre support the City of Leeds initiative to become the first breastfeeding friendly city in Europe and the Advice Centre will make available one of the guidance rooms on request. The Advice Centre is located on the first floor of the Leeds University Union building in the centre of the campus.

The Lifelong Learning Centre in the Marjorie and Arnold Ziff Building welcomes student/PGR parents and will make a quiet room available for their use if possible

Bright Beginnings Childcare Centre may also be able to make suitable facilities available by arrangement (see Section 9 for contact details).

**Baby Changing Facilities**

Baby changing facilities are available in toilet areas in the following buildings:

| **Building** | **Floor** | **Room No.** |
|---|---|---|
| Marjorie and Arnold Ziff Building | 10 | 13 |
| Old Mining Building | 01 | 102 |
| Parkinson Building | MB | B47 |
| Worsley Building | 05 | 003 |
| Worsley Building | 05 | 058 |
| Worsley Building | 05 | 070 |
| Worsley Building | 05 | 147 |

**Accommodation**

The University has a small number of flats suitable for family accommodation, although there is generally a waiting list for these. For more information, students/PGRs should contact the Staff and Family Accommodation Co-ordinator in Accommodation Services, who can also provide advice to students/PGRs about finding non-University owned family accommodation: http://accommodation.leeds.ac.uk/.

Some University accommodation will be unsuitable for children, or may, in some circumstances, be difficult for women in the later stages of pregnancy to access. If a student/PGR wishes to discuss such issues, they should approach the relevant Warden or Accommodation Services in the first instance. Pregnant students/PGRs may also consider disclosing their pregnancy to the relevant Warden if they are concerned that they may need support in an emergency situation, such as early labour or miscarriage.

UNIPOL student homes provides housing for students, including those with families: http://www.unipol.org.uk/Housing/default.asp.

The LUU Advice Centre is also available to provide housing advice: http://www.leedsuniversityunion.org.uk/helpandadvice/.

## 8. Bringing children onto the campus

Students/PGRs may be accompanied by children in **general public areas** such as the refectory, or in one-to-one tutorials if the tutor permits. Children brought onto the campus are the responsibility of the adult who brings them and must be supervised at all times. From a Health and Safety perspective, the University environment is not, in general, designed for, nor does it take specific account of, the needs of young children and toddlers; therefore close and continuous supervision by the parent/carer will be required at all times. Under no circumstances should children be brought into areas where there is the possibility of a risk to health and safety (notable examples would include laboratories and workshops) unless specific authorised approval has been given by an authorised member of the relevant School, in relation to an individual proposed entry.

Parents are allowed to bring their children into **the University Library** for a short time providing that they are supervised at all times. The University Library cannot be held responsible for what might happen to an unattended child in University Library buildings. There are silent study areas that are unsuitable for children to use. If a child causes disruption to other University Library users the parent and child may be asked to leave. The libraries may house materials on open access shelves or have available on PCs that some parents would find unsuitable for their children to see.

Parents are able to take children swimming at The Edge, where a specific family swimming session is held on Sundays from 12.30pm – 3.30pm, with a defined shallow end, segregated from deeper water. Children are welcome at all other times that the pool is open for general swimming but parents should note that in there will be a smaller shallow end, without clear division from deeper water. There are also times when swimming is in deep water only. An up to date timetable is available at: www.leeds.ac.uk/sport.

**Students/PGRs should not normally bring their child with them into any public teaching and research areas** – such as lecture theatres, seminar or teaching rooms, laboratories or shared work spaces – and so they will need to make arrangements for the care of their child whilst they are in these locations. (See Section 9 for details of the University Bright Beginnings Childcare Centre, which provides a service for children between the ages of 3 months and 5 years.)

## 9. Where can I find further information?

Here are some frequently asked questions concerning sources of further information or support for students/PGRs and staff members:

**Frequently Asked Questions**

**Q: Is there anywhere that lists student/PGR advice services covering a range of different problems?**

A: Help@Leeds - http://help.leeds.ac.uk/ - is a web site devoted to identifying sources of help for students/PGRs facing a variety of problems.

**Q: Is there any financial support available from the University to help me to continue with my studies?**

A: The Leeds Hardship Fund (LHF) is available to help students/PGRs facing financial difficulties to remain in Higher Education – particularly those who need financial help to meet extra costs which cannot be met from other sources of support. More information is available

from Leeds Hardship Fund – https://students.leeds.ac.uk/info/10231/leeds_hardship_fund or telephone: 0113 34 32007.

**Q: Where can I find out about family accommodation available through the University?**

A: Accommodation Services – http://accommodation.leeds.ac.uk/

**Q: Where can I find out about other family accommodation in Leeds?**

UNIPOL student homes – Unipol specialises in providing houses for students/PGRs who are not adequately catered for in the private rented sector. An important part of Unipol's housing is reserved specially for students/PGRs with dependants: http://www.unipol.org.uk/Housing/default.asp.

**Q: Who do I need to talk to about the impact on my fees of any temporary absence?**

A: Accounts Receivable (Fees): www.leeds.ac.uk/ssc/fees.htm.

**Q: Is there anybody who can provide advice to me as a member of staff who has been approached by a student/PGR to help me to determine the best way to support him/her?**

A: The Equality Policy Unit can provide advice to staff members on how to provide flexible support for a pregnant student/PGR / student/PGR parent / student/PGR carer: www.equality.leeds.ac.uk.

**Q: Is there anywhere on the University's web site that has information on support and networking for student/PGR parents?**

The Lifelong Learning Centre, has a web site dedicated to information for student/PGR parents - http://www.llc.leeds.ac.uk/students/students-2/support-for-part-time-and-mature-undergraduates/information-for-student-parents.

**Q: What support can I expect from the Students' Union?**

A: Leeds University Union (LUU) has a student advice centre which can provide advice to students on a whole range of topics. The service is open 9.30 – 5.00 Monday to Friday.

Tel: 0113 380 1290
Email advice@luu.leeds.ac.uk
Website: http://www.leedsuniversityunion.org.uk/helpandadvice/

The following sections of the LUU website may be particularly relevant:

- Information about the University's Financial Assistance Fund
- Information about the LUU New Born Baby Fund
- Information about the Student Advice Centre
- Information about the Student Parents Society
- Information about funding and benefit entitlements

**Q: Is there anywhere I can go to discuss my circumstances outside of my School/Faculty?**

A: The Student Counselling Centre is open 8.30 – 5.00 Monday to Friday and offers the opportunity to talk to a BACP accredited Counsellor. The web site also contains various on-

line self-help resources to help cope with stress etc.: http://www.leeds.ac.uk/studentcounselling/.

**Q: Where can I go for spiritual guidance?**

A: The Chaplains at Universities Chaplaincy in Leeds are experienced at listening and offering support and guidance to students/PGRs and staff of all faiths and none – www.leeds.ac.uk/chaplaincy.

**Q: Is there any advice available specifically for PGRs at the University?**

A: The staff in Postgraduate Research Operations have an understanding of the needs of and regulations relating to research students: http://www.leeds.ac.uk/rsa/.

**Q: I'm an international student/PGR. Where can I go for advice?**

A: International Student Office - http://www.internationalstudentsupport.leeds.ac.uk/.

**Q: Does the University have childcare facilities on site?**

A: Bright Beginnings, Mount Preston Street, LS2 9JT: www.brightbeginningschildcare.co.uk. Nursery for children aged 3 months to 5 years with a holiday play scheme for children aged between 5 and 11 years.

Tel: 0113 34 31818
Email: brightbeginnings@leeds.ac.uk

**Q: Is there any additional financial help available to me as a student/PGR parent?**

A: Home Students/PGRs with dependent children who are in full time higher education may be able to get extra financial help. A Childcare Grant is available to help with childcare costs, and the Parents' Learning Allowance with learning costs. Other help includes Child Tax Credit and the Financial Assistance Fund:
https://students.leeds.ac.uk/funding-grants/doc/financial-assistance-fund
http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/Typesoffinance/DG_171503.

**Q: Is there any additional financial support available to me a student/PGR with caring responsibilities for an adult dependant?**

A: A home student/PGR in full-time higher education who has an adult who depends on him/her financially may be entitled to extra help through the Adult Dependants' Grant: http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/Typesoffinance/DG_171617.

**Q: Can I bring my car onto campus?**

A: Although students/PGRs are not normally permitted to park on Campus, consideration may be given to waiving this rule temporarily in exceptional circumstances. Enquiries to: carparking@leeds.ac.uk.

**Q: Is there any general advice available concerning my rights as a parent in the UK?**

A: The government has produced a guide to childcare which covers child health and safety, preschool provision, school provision, care during pregnancy, financial support etc. This is available on the web at: http://www.direct.gov.uk/en/Parents/index.htm.

*This document has been produced by the Equality Policy Unit, with thanks to all those from across the University who commented on previous draft versions.*

Last updated: May 2019

**If you require a copy of this document in an alternative format, please email equality@leeds.ac.uk, quoting the title of this document**