



**LIVERPOOL  
JOHN MOORES  
UNIVERSITY**

# **Programme Guide**

**2021/22**

**BA (Hons) Primary Education  
with QTS**

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## Welcome



## Welcome to Liverpool John Moores University

Our city and our university stand tall together. We are lucky to have grown from the confident, ambitious origins of Liverpool and have a shared history built on working hard, caring about supporting people and communities and being proud of who we are.

We have a distinct place in our lively city with its warm, witty, friendly and open people. We share a spirit of adventure with a community striving to make a difference and put something back.

Our staff, students and alumni are the beating heart of this university, with an impact that goes beyond academic, economic and social metrics. It can be seen in our physical footprint around the city, our global connections and how often you will meet someone who has been transformed by a connection with our university and has helped transform the lives of others.

Making a difference is what a university should be about. It is what we are about. It is who we are. It is Liverpool John Moores University.

# Active Blended Learning

The University has adopted an **Active Blended Learning** approach to programme delivery. This combines the best of in-person teaching with online provision. This blend will be managed differently from programme to programme to ensure that it best meets the needs of the students and the discipline. The University has an excellent Virtual Learning Environment ('Canvas') that enables us to deliver online teaching in a variety of different ways. This could be through live lectures or seminars. We call this 'synchronous learning'. In addition to being presented with important subject information, this will provide an opportunity for you to get involved in activities, ask questions and share ideas with lecturers and your fellow students in 'real time'. In addition, your tutors may provide online materials that will guide you through a series of tasks to support your studies. This is known as 'asynchronous learning'. The actual combination of synchronous and asynchronous activities will vary from module to module. However, all online learning will be scheduled and appear in your personal timetable alongside times that you are expected in University. This will give you an indication of how long you should spend in online study for each module, but remember that this is only part of the picture. In addition, you will also be expected to undertake independent study. Here, lecturers might suggest reading and other learning activities but there is very little direct supervision. Instead, you will have the opportunity to explore module content on a deeper level and in a way that best suits your individual approach to learning.

You will also be able to book both in-person or online tutorials using our **SeeMyTutor** software. This means that you can easily arrange to meeting with your personal tutor in their office or via a video-call.

We believe that our active blended approach will provide a rich and diverse learning experience. The combination of online and face-to-face learning will enable you to engage fully in your studies and support you through your assessments.

# Introduction to your programme

To new students, on behalf of all the Primary Team welcome to the School of Education at Liverpool John Moores University. We are so pleased that you have secured your place on the programme and we are really looking forward to working with you over the next three years. To continuing students, congratulations on successfully passing last year and welcome back.

We are in very unusual times and the next academic year will I'm sure, be challenging as we navigate the new normal due to the COVID-19 restrictions. We are committed to ensuring that all of you reach your full potential and make the most of the opportunities our programme has to offer.

During 2018/19, our full primary provision was inspected by OFSTED and LJMU secured the highest possible grade in every single category, meaning that you are now officially on an OUTSTANDING programme. We are sure that over the coming year, you will recognise exactly why OFSTED awarded us this grade both in the high-quality training you will receive and in the exceptional support each student has access to. In addition, I am pleased to announce that in the 2020 NSS survey, final year students recorded 100% overall satisfaction in the Programme, a fantastic outcome.

You must always remember that this course has two distinct and essential elements, your academic degree and your professional training. You will be engaged in academic study leading to your final award. A wide range of information will be provided to you to support your academic progress including study skills sessions. Initial Teacher Training also involves you in professional development through school placement experiences and in due course, there will be further material provided to guide and support the professional aspect of your work. We pride ourselves on the way we integrate these two elements within all your modules.

This document is your **Programme Guide** and is a quick and useful reference to the way your course operates. It outlines the University's rules and regulations and the programme details that you agree to abide by once you have signed your enrolment form and begun your study. It will also provide more specific information about your course of study and specific contact details. Much more detailed information about your modules can be found on the University's Virtual learning Environment, **Canvas**. All the University information contained in this guide appears on the website/intranet at [www.ljmu.ac.uk](http://www.ljmu.ac.uk). You can also find a great deal more information about the various support LJMU offers all its students, including our Student Charter, by following this link to our website: <https://www.ljmu.ac.uk/students/supporting-your-study/>

Training to teach requires resilience and commitment. It is hard work but offers great rewards. The staff on your programme are highly committed experts and they work very closely with student teachers and our partnership primary schools. Every year our graduates achieve exceptional results both academically and professionally and are highly successful in securing employment in local primary schools and in primary schools further afield. The LJMU Primary Team are here to support you in all aspects of your progress and development throughout your time on this programme and are committed to helping you achieve your ambition of becoming an outstanding primary school teacher.

We wish you every success in your study at Liverpool John Moores University

Sarah Hindhaugh

Primary Programme Leader

# What you need to know about your programme

The BA (Hons) Primary Education with recommendation for QTS is a full-time three-year course. It aims to prepare student teachers for employment in infant, junior or primary schools. Graduates from this course have high levels of skill in planning, assessing and teaching across the primary age range.

It is essential you are aware that your programme consists of two elements: achieving a degree and learning to teach. We view both of these elements as equally important. At first, some students do not appreciate how these elements are linked, but as you progress over the three years, the links between the academic and professional aspects of the course become clearer.

This year your academic delivery will be through an Active Blended Learning approach, using synchronous and asynchronous approaches, interactivity and social learning, curated learning materials and activity that scaffolds and consolidates learning. Your degree programme comprises of modules in core subject areas, foundation subjects and professional studies – see Module section below. This allows us to provide you with a sound and rigorous knowledge of the core curriculum together with experiences that allow for the progressive development of a broad range of professional competencies and knowledge.

Your programme is delivered in partnership with partnership primary schools and a minimum of 25 weeks of the course are spent in full-time school-based experience in partner schools. This will develop and enhance your understanding of the whole school and its curriculum. Clear expectations for each phase of school experience are outlined in school experience guideline booklets, which will be shared with you, your placement school and school mentor. Through your school placements, you will gain confidence in your teaching skills, so that by the end of the course you will have developed the skills to critically reflect on your own teaching performance, and in so doing, provide a basis for on-going professional development.

In your final year you will work on an individual project and you are required to submit a research assignment.

The General Aim of this undergraduate programme is to prepare you for work in primary (Key Stage 1 and 2) schools acting as generalists. More specifically, working with school partners, we aim to provide you with:

- the appropriate support and environment in which you can develop as flexible learners capable of sustaining a wide variety of relationships and roles at a high level of formal education to underpin and extend your powers of reasoning
- experiences which allow for the progressive development of a broad range of professional competencies and subject knowledge
- an understanding of the whole school and its curriculum, the education system and the society in which it operates
- a sound and rigorous knowledge and understanding of the Core subjects of the Primary Curriculum
- an introduction to the Primary curriculum foundation subjects from which you may develop further competence and understanding as you continue your professional development
- an in-depth knowledge and understanding of Primary initiatives such as synthetic phonics, teaching reading and early mathematics
- an in-depth knowledge and experience of Government priorities such as working with learners with diverse abilities, including special educational needs, English as an additional language and the ability to establish and maintain good standards of behaviour in the classroom
- confidence to critically reflect on your teaching performance
- a deep understanding of the many issues that ensure all children are kept safe

- a basis for on-going professional development
- an appreciation of health and safety issues for sound working practices in teaching environments
- the ability to reflect and build on the child's experience and development throughout the Primary school
- an opportunity to meet the current statutory requirements for teachers entering the profession.

Further academic support is provided within modules and through specific sessions delivered by a member of the Primary Team. If your tutors feel that you may benefit from personal support, they will discuss this with you and you may receive supplementary support.

The staff on the Primary Team are research active and they utilise their research work to inform their teaching. During sessions they will share their research work with you and point you in the direction of articles and books produced by Faculty staff which will enhance your studies.

## Using technology to enhance your learning

Learning, work and life are changing rapidly, and here at LJMU we want to provide you with a safe, secure, engaging and dynamic learning experience both in-class and online. We use a range of technologies to build bridges between these two worlds, which will help on your learning journey to develop your knowledge, skills and understanding. A key technology at the heart of your learning experience is **Canvas**, the University's **Virtual Learning Environment (VLE)**.

### What does Canvas do?

Canvas provides easy access to your learning materials, tasks to help you develop your understanding and live online activities to share your ideas with your peers and tutors. It is also the place where you will usually submit your final assessments. Your tutors will provide you with the necessary resources, but you need to dedicate time and energy to get the most from this learning experience.

Canvas will also help to keep you up to date with information from tutors and peers, assessment deadlines and online events. Download the **Canvas Student phone app** and receive notifications to make sure you never miss an important message.

Canvas is linked to a range of tools that can support your individual learning but also allows you to connect with others and share ideas. For instance, LJMU has provided you with an [Office 365 account](#). This allows you to create documents and store them securely online. It is connected with Canvas, so you can share documents during group learning tasks and collaborate on the same document at the same time.

If you have any problems with Canvas, Canvas experts are available 24/7 to answer your questions, just click the help button in the Canvas Menu to find online guides or get help via telephone, chat or email. If you need help that's not Canvas related visit the [LJMU Off-Campus support website](#).

Canvas will be used in a variety of ways to support your online study. You should be logging each day there are sessions, following the academic timetable to access both live and pre-recorded aspects of your module. The team will also put a range of activities and readings to support your learning and many of the Canvas tools will be utilised; discussion boards, conference, quizzes and collaborations. So, it's important that, you keep regularly accessing your modules to see what new tasks have been set.

## Timetabling and attendance

The more effort you put in, the more you will get out of being at LJMU. This will be reflected in both your academic marks and your personal and professional development. Please make every effort to attend all of your timetabled activities, whether they are face-to-face or online.

It is your responsibility to attend lectures, seminars or tutorials, as well as any other activities delivered as part of the modules you are studying. We also expect you to engage fully with learning materials provided on the Virtual Learning Environment (Canvas).

The student attendance policy can be accessed at [www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process](http://www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process)

### What you will be expected to do:

As a student at LJMU, you are expected to attend the lectures/classes published on your timetable for the modules you are registered to study. That is the expectation for both online and face to face sessions. For students on an Initial Teacher Education course, attendance is linked to the Teachers' Standards (particularly Part Two: Personal and Professional Conduct). Poor attendance may also have a negative impact on the development of subject knowledge (both content and pedagogical) and, therefore, on Standard 3.

If your personal tutor and/or Module Leader becomes concerned about your attendance, you may be called to discuss this. Students with poor attendance may find that they are not placed in schools as we have an obligation to ensure that all trainees are 'school ready' before embarking on their block placements. To achieve this, full attendance is required in ALL modules throughout the 3 years of your study. As stated above, if for any reason you are unable to attend University sessions, you should contact your personal tutor and the appropriate Module Leader.

If you are ill or have personal circumstances which might result in long term absence or which occur during critical assessment periods it is imperative that you contact your Year Head/Personal Tutor who will be able to liaise with Module Leaders for you. You may be required to provide a doctor's note or other evidence.

The University is required to inform the Student Loans Company about any student who is not in attendance at the University. Such students will then cease to receive payments from the Student Loan Company, and the University will cease to receive core funding with respect to these students. Consequently, the University reserves the right to cancel the registration of any student who is not obviously in attendance at the University. Students will be informed of such action, with letters being sent to the local address recorded on the student database.

So in summary.....as a student you are expected to:

- Attend all lectures and arrive punctually.
- Prepare for all lectures, seminars and tutorials.
- Participate in lectures, seminars and tutorial discussions.
- Complete all coursework, group work and assignments.
- Act professionally at all times, especially when in school.
- Abide by the Student Charter at all times.
- Engage in thorough independent study to support your learning in ALL modules.

## Professional accreditations

Your Programme is a course of Professional Training. If you successfully complete all academic requirements, all your school placement experiences, and if you provide suitable evidence to show that you have attained the Teachers' Standards (2012) you will be recommended for Qualified Teacher Status at the completing students' assessment board.

Professional Development towards the Teachers' Standards is structured around a series of Phases of Training, through which you are expected to demonstrate increasing professional responsibility for developing confidence and competence throughout the course. You will also be expected to abide by the Faculty's Code of Professional Conduct for Trainees at LJMU that you agreed to when enrolling on to the programme. This can be found in the enrolment pack and the Partnership Agreement.

*For the award of QTS students need to pass all three phase placements and pass 120 credits at Level 4, Level 5 and Level 6. Assessment of QTS is undertaken with our partnership schools.*

## Disclosure and Barring Service

You are registered on a degree programme that brings you into contact with children and/or vulnerable adults. Therefore, you are required to apply for a check with the Disclosure and Barring Service through the University. The Faculty has a Criminal Convictions Panel, with external members, at which any trainee whose check shows evidence of a Police record is considered in the context of their suitability to remain on their chosen course of study.

## Your Personal Tutor

With knowledge of you, your discipline area and course expectations, you will have a Personal Tutor whose role is to guide your academic development as you progress through your studies, and encourage you to make the most of the University experience for your personal and professional growth. They will also help you find appropriate University support should issues arise that impact on your ability to complete your studies successfully. You will have a scheduled opportunity to meet individually with your Personal Tutor (this may be virtually or in person) at least twice per year for a progress review, but you may of course contact them as and when needed.

- Information on your personal tutor will be issued during induction. As far as possible you will have the same tutor in each year of the programme, but sometimes there are certain circumstances where this is not possible. Each cohort will be provided with their personal tutor information during induction and this information will also be available on Canvas.
- Each year you will have a set number of meetings with your personal tutor and your tutor group – these will be outlined to you in Induction. You can contact your personal tutor by e-mail anytime and you should receive a response within 24 hours (but remember staff are not expected to respond to e-mails at the weekend). Your personal tutor will be the first point of contact to discuss pastoral issues, including personal difficulties, attendance at sessions and monitoring of the professional development portfolio (PDP) process. To book an appointment to speak to your Personal Tutor book via seemytutor in the LJMU student home page
- Each year group on the programme has an allocated Year Head from the team of Primary tutors. The Year Head is responsible for Induction and for issues relating to school placements, such as placement of students and pre and post-placement briefings.

- While you are on school placement you will also be assigned a University-based liaison tutor (LT) to visit you during the placement. The role of your LT is to quality assure your placement experience, that is, to ensure that you receive the appropriate and relevant support while on placement that you are entitled to from your school-based tutor. Your LT will telephone and visit the school and will discuss your teaching and progress with the school-based tutor. Your LT will also review your documentation and portfolio of evidence at key times during your placements. They will also review and discuss your final attainment in meeting the Teachers' Standards for Qualified Teacher Status (QTS). If you encounter any problems while on school placement you can discuss these with your school-based tutor, LT and personal tutor.

## Personal Development Planning

Personal Development Planning (PDP) is a structured process intended to help you become a more effective, confident and independent learner. It will support you in gaining knowledge of your strengths but also of areas in need of further development related to your academic, personal and professional aspirations. You will be enabled to undertake Personal Development Planning through your programme.

The PDP process is developed through the year within the tutorial system and links directly to your professional work for QTS. Following your final placement it is also linked in to your Career Entry Development Profile (CEDP), which is a document that is sent to your employer for your ECT (formerly NQT) induction years.

## Learner Digital Engagement

We know that establishing good study habits and maintaining contact (i.e. engagement) is directly linked to succeeding at University. The Learner Digital Engagement (LDE) reporting solution brings together data from the following systems to calculate the "digital engagement rating" of students in levels 3 and 4;

- how often they use Canvas
- loan books from the Library (titles are not recorded)
- use of the University's e-books and journals (titles are not recorded)
- use of network printers
- logons to one of the University's computers, or connection using off-campus applications
- attendance at timetabled activities

The information is available to each student's Personal Tutor, Programme Leader, Director of School/Head of Department, and Student Wellbeing Advisor(s). Authorised staff receive a weekly email notifying them if any of their students are not engaging and have access to a report showing engagement data for all their students. You will have direct access to your own engagement data via the MyLJMU app (<https://my.ljmu.ac.uk/>).

The aim of the LDE system is to enable early identification of students at risk of withdrawing, so that staff can offer timely assistance to help ensure they complete their studies.

## Key contacts

**Cheryl Bolton**, *Director of School* email: [C.L.Bolton@ljmu.ac.uk](mailto:C.L.Bolton@ljmu.ac.uk)

**Jan Rowe** *Head of ITT* email: [J.E.Rowe@ljmu.ac.uk](mailto:J.E.Rowe@ljmu.ac.uk)

The Director is responsible for overall management of School policy, strategic developments, line-management of School staff and control of School resources. They are responsible for representing the School at Faculty and institutional levels.

## School Contacts

Name	Extension	E-mail (@ljmu.ac.uk)
Sarah Hindhaugh Head of primary Programmes & Programme Leader	231 5359	<a href="mailto:S.Hindhaugh@ljmu.ac.uk">S.Hindhaugh@ljmu.ac.uk</a>
Dr Elizabeth Malone (Mat Leave) Head of primary Programmes	231 4627	<a href="mailto:E.H.malone@ljmu.ac.uk">E.H.malone@ljmu.ac.uk</a>
Dr Andrea Mallaburn Partnership Lead	231 5380	<a href="mailto:A.Mallaburn@ljmu.ac.uk">A.Mallaburn@ljmu.ac.uk</a>
Karen Davies Partnership Manager	231 5320	<a href="mailto:K.Davies@ljmu.ac.uk">K.Davies@ljmu.ac.uk</a>
Ian Randles Programme Administrator	231 5261	<a href="mailto:I.Randles@ljmu.ac.uk">I.Randles@ljmu.ac.uk</a>
Placement Office Work-based Learning Unit	231 4620	<a href="mailto:ecl-wbl@ljmu.ac.uk">ecl-wbl@ljmu.ac.uk</a>
Tutors: Based on the first floor of the Education building		
Colette Ankers de Salis Head of Year 3 Lecturer: English Lead / Professional Studies	231 5288	<a href="mailto:c.ankers@ljmu.ac.uk">c.ankers@ljmu.ac.uk</a>
Christine Smith Head of Year 2 Lecturer: English / Professional Studies / Additional Learning Needs	231 5460	<a href="mailto:C.E.Smith@ljmu.ac.uk">C.E.Smith@ljmu.ac.uk</a>
Mahnaz Siddiqui Head of Year 1 Lecturer: Professional Studies / Mathematics lead	231 5444	<a href="mailto:M.Siddiqui@ljmu.ac.uk">M.Siddiqui@ljmu.ac.uk</a>
Paul Killen Lecturer: Mathematics	231 5358	<a href="mailto:p.killen@ljmu.ac.uk">p.killen@ljmu.ac.uk</a>
Avril Rowley Lecturer: Science / Cross Curricular Practice	231 5487	<a href="mailto:A.M.Rowley@ljmu.ac.uk">A.M.Rowley@ljmu.ac.uk</a>
Gina Gretton Lecturer: English / Teaching Early Reading	231 1346	<a href="mailto:G.A.Gretton@ljmu.ac.uk">G.A.Gretton@ljmu.ac.uk</a>

Eleanor Hadfield Lecturer: Foundations Subjects Lead / Primary Languages	231 4605	<a href="mailto:E.R.Hadfield@ljmu.ac.uk">E.R.Hadfield@ljmu.ac.uk</a>
Mike Martin Lecturer: DT / Research Module	231 5287	<a href="mailto:M.C.Martin@ljmu.ac.uk">M.C.Martin@ljmu.ac.uk</a>
Kathy Stokell Lecturer: Professional Studies / Enriching Primary Practice	231 5441	<a href="mailto:K.B.Stokell@ljmu.ac.uk">K.B.Stokell@ljmu.ac.uk</a>
Victoria Brennan Lecturer: Science/Professional Studies	904 6459	<a href="mailto:V.K.Brennan@ljmu.ac.uk">V.K.Brennan@ljmu.ac.uk</a>
Adam Vasco Lecturer: Early years Education, computing/enriching primary practice	904 1088	<a href="mailto:A.S.Vasco@ljmu.ac.uk">A.S.Vasco@ljmu.ac.uk</a>
Lizzie Yeomans Lecturer: RE/ Professional Studies	904 1085	<a href="mailto:E.T.Yeomans@ljmu.ac.uk">E.T.Yeomans@ljmu.ac.uk</a>
Simon Lea Lecturer: Mathematics / PE / Art		<a href="mailto:S.P.Lea1@ljmu.ac.uk">S.P.Lea1@ljmu.ac.uk</a>

## Modules

Your programme is divided into levels and each level into a series of smaller units of study called modules. Each module explores a subject relevant to your programme of study. What you will learn in each module is described by its intended **Learning Outcomes**. These outcomes form the basis for the criteria against which you will be assessed in order to gain credit from the module.

### Core and Option Modules

Depending on your programme, modules may be designated as either a Core or an Option:

- Core modules are compulsory. You must complete these in order to proceed to the next level of the programme.
- Where option modules exist, they offer choice from within a range of modules to be studied. Choice of modules may enable you to pursue particular areas of interest or to develop particular subject specialisms. In making a choice, you may find it useful to think about future study and career aspirations.

The following modules are offered to students studying in 2021/22:

All modules on this programme are core modules and delivered yearlong due to placement being at different times of the year.

Module	Title	Credit	Module Leader
4211PRIM	Introduction to Professional Practice	20	Mahnaz Siddiqui
4212PRIM	Teaching Foundation Subjects in Key Stage 1	20	Eleanor Hadfield
4213PRIM	Developing the Whole Child	20	Eleanor Hadfield
4214PRIM	Teaching Mathematics in Key Stage 1	20	Mahnaz Siddiqui
4215PRIM	Teaching English in Key Stage 1	10	Christine Smith
4217PRIM	Science, D & T & CS in KS1	20	Victoria Brennan
4220PRIM	Teaching reading and spelling using SSP	10	Colette Ankers de Salis
5211PRIM	Developing Professional Practice	20	Christine Smith
5212PRIM	Developing the Foundation Subjects	20	Eleanor Hadfield
5213PRIM	Understanding specific learning needs of Children	10	Christine Smith
5214PRIM	Developing Primary Mathematics	20	Paul Killen
5215PRIM	Developing Primary English	20	Colette Ankers de Salis
5217PRIM	Science, D & T & CS in KS2	20	Victoria Brennan
5218PRIM	Enriching Primary Practice	10	Kathy Stokell
6211PRIM	Extending Professional Practice	20	Colette Ankers de Salis
6212PRIM	Cross Curricular Practice	20	Avril Rowley
6214PRIM	Extending Primary Mathematics	20	Sarah Hindhaugh
6215PRIM	Extending Primary English and Early Reading	20	Colette Ankers de Salis
6217PRIM	Extending Primary Science	10	Avril Rowley
6220PRIM	School-based Enquiry	30	Mike Martin

## You and LJMU

We want you to have the best student experience possible so please don't be afraid to approach LJMU staff if you need any advice. For information on all the student support services, including study skills workshops, go to [www.ljmu.ac.uk/students/supporting-your-study](http://www.ljmu.ac.uk/students/supporting-your-study).

The University's rules and regulations cover everything from freedom of speech and dealing with difficult personal circumstances to payment of fees and programme information. Their function is not to limit your experiences at LJMU but rather to protect your rights as a student and to define your responsibilities as a member of the University. You'll find more details on the website:

[www.ljmu.ac.uk/students/supporting-your-study/student-policy-and-regulations](http://www.ljmu.ac.uk/students/supporting-your-study/student-policy-and-regulations).

LJMU promotes an environment where everyone is treated equally and with dignity and respect. We operate a policy of zero tolerance towards any form of discrimination, harassment or bullying, including cyber-bullying. Anyone found to be engaging in this type of activity will be subject to the University's disciplinary procedures.

For more information on what LJMU expects with respect to student behaviour, read the Student Code of Behaviour and Disciplinary Procedures:

[www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process](http://www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process).

The approaches the University takes to enhance teaching and learning are set out in the Teaching and Learning Strategy 2017-2022. The University sets targets in relation to the student experience that include NSS satisfaction scores for teaching and for assessment and feedback, and outcomes for student retention and achievement. The Teaching and Learning Strategy is supported by Faculty Plans and each Faculty identifies priorities and actions for the forthcoming academic year.

[www.ljmu.ac.uk/microsites/teaching-and-learning-academy/educational-policies-and-guidance](http://www.ljmu.ac.uk/microsites/teaching-and-learning-academy/educational-policies-and-guidance).

## MyLJMU

MyLJMU (<https://my.ljmu.ac.uk/>) is a portal for LJMU students, offering easy access from a single location to vital tools and information to support your student journey. It works equally well from a mobile or desktop device and was developed in response to user feedback. You'll see it in the 'Quick link' icons on the LJMU Student Homepage.

MyLJMU includes links to *Applications* such as Canvas, Email, Office 365 and PC/Room Bookings. You can also access *Course* information like timetables and results. It allows you to book appointments with staff, manage your University accounts and to access University forms and letter requests, all from one place. There's also other *useful information* about connecting to Wi-Fi, setting up access to emails on a portable device and access to home use software

Please take a minute to look at the portal and familiarise yourself with the range of support available.

## International students

LJMU's International Student Advisers are dedicated to helping international students settle into life at Liverpool and the University. They are experienced in dealing with the kinds of issues that international students may face when moving to a new country, such as visa renewal, accommodation, financial concerns and the natural challenges emerging from developing a new 'home away from home'. For more details, go to [www.ljmu.ac.uk/discover/student-support/international-student-support](http://www.ljmu.ac.uk/discover/student-support/international-student-support), email: [internationaladvice@ljmu.ac.uk](mailto:internationaladvice@ljmu.ac.uk) or call +44 (0) 151 321 3673. Further information is also available on the website: [www.ljmu.ac.uk/students/supporting-your-study/student-policy-and-regulations](http://www.ljmu.ac.uk/students/supporting-your-study/student-policy-and-regulations).

International students are subject to different attendance and enrolment regulations as set out by the UK Visas and Immigration Agency. For more details on LJMU's international attendance policies, go to [www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process](http://www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process).

## Library

The library has an extensive collection of books, journals, and other information resources, many available online. It also provides a variety of technology-rich study spaces, digital studios, and skills development facilities across three buildings: Aldham Robarts Library, Avril Robarts Library and the Learning Commons in the Student Life Building. Specialist teams offer a programme of workshops, webinars, drop-ins, and one-to-one appointments to help you develop your academic writing, English language, maths and statistics, information, research, and digital skills at all levels of study.

You must bring your student ID card to access the library buildings.

To find out more about what the library has to offer, please visit the library homepage at: [www.ljmu.ac.uk/library](http://www.ljmu.ac.uk/library).

## Student Wellbeing Advisors

Your Student Wellbeing Advisors are located within your Faculty and are there to help you with any issues you are having at University that are affecting your wellbeing and/or your mental health.

We offer daily drop-ins and appointments on your campus. You can email [studentwellbeing@ljmu.ac.uk](mailto:studentwellbeing@ljmu.ac.uk) to book an appointment to talk to your Student Wellbeing Advisor in person or over the phone.

For more information, please visit: <https://www.ljmu.ac.uk/students/supporting-your-study/support-in-your-faculty>

## How your studies will enhance your career prospects

Liverpool John Moores University is committed to ensuring all of our students experience a transformation in their employability skills & mind-set and career trajectory through studying with us. A wide range of opportunities & support is available to you, within and beyond your course, all designed to enable that to happen.

### Work Related Learning

Work related learning is included in every degree programme, allowing every student the opportunity to undertake a placement, engage in real world projects for real-world clients or apply their skills in the context of the workplace. Work-related learning is organised and supported by academics within your faculty.

Over the three years of this programme you have a minimum of 26 weeks in full time school placements. In addition, each module will have opportunities for either working directly with children or to support the integration of theory in to your practice. This is in addition to the many enrichment opportunities with modules that will require you spending periods in school observing and teaching.

### Support to develop your career and your employability skills

Student Advancement – LJMU's Careers, Employability & Enterprise Team - provide a range of opportunities & services to further your employability skills and your journey towards becoming a successful graduate professional or entrepreneur.

Future Focus sessions are built into every Level 4 curriculum, as an integral part of a core module of study, through which students receive an early introduction to the support and possibilities open to them and are encouraged to explore. These sessions have been developed in collaboration between Student Advancement, academic colleagues and students and efforts have been made to tailor them to your course. Delivery is supported by a suite of e-learning tools and resources

Each LJMU School has a designated Careers Advisor – an experienced careers & employability professional who is up to speed on what graduates from your subject go on to do next, latest developments in key sectors & the graduate labour market more widely and how you can gain a head start in your career of choice. You may meet them in lectures as part of your course's delivery team or they may liaise with Student Advancement's Employer Engagement team to convene themed panels and events. A team of Employability Advisers is on hand throughout your degree to provide you with personalised advice &

guidance to accelerate your job search. For details on how to book a 1:1 appointment visit: <https://www.ljmu.ac.uk/careers/make-an-appointment-at-a-careers-zone>).

Also available from LJMU's Careers, Employability & Enterprise Team is: support from our Centre for Entrepreneurship to grow your enterprise skills and to research, plan and start your own business; access to Careers Zone 24/7 - LJMU's state-of-the-art suite of online tools & resources ([www.ljmu.ac.uk/careers/careers-zone-digital-careers-tools](http://www.ljmu.ac.uk/careers/careers-zone-digital-careers-tools)); opportunities for flexible, paid, part-time work through Unitemps at LJMU – our very own on-campus recruitment agency; an annual programme of webinars, events and recruitment fairs (<https://careers.ljmu.ac.uk/>)

### **Get That Job Day and your First Teaching Post**

Get That Job Day (GTJD) is an annual event to support your job applications through 6211PRIM. Students will experience a mock interview and support with applying for a 'live' job application

In addition, our Personal Tutor will provide individual support with applications for teaching posts; giving you feedback on your covering letter, which has a particular format for teaching posts, and writing your LJMU Teacher Reference.

### **Where can I find out more about careers, employability & enterprise support beyond my course?**

To find out more about the careers and employability support available at LJMU, visit [www.ljmu.ac.uk/careers](http://www.ljmu.ac.uk/careers), email [careers@ljmu.ac.uk](mailto:careers@ljmu.ac.uk) or call +44 (0) 151 231 2048/3719.

To find out more about the support available for potential and actual student entrepreneurs, the Centre for Entrepreneurship webpages can be visited at [www.ljmu.ac.uk/startup](http://www.ljmu.ac.uk/startup), email [startup@ljmu.ac.uk](mailto:startup@ljmu.ac.uk) or call +44 (0) 151 231 3300.

## **Module registration**

As you progress through your programme of study, your registration on core modules for the following year will be processed automatically. If you are on a programme that contains option modules at the next level, you will be contacted by email before the next enrolment period, with a link that takes you to your option choices, and asked to register your choices. By selecting the modules that you want to study in the following year you make it possible for the University to provide you with a timetable in advance of your return.

### **Checking your Details**

Prior to the start of the next academic year, you will be invited to complete a Student Registration form to check the personal information that the University holds about you and make any necessary amendments. This process indicates your intention to return to the next level of your programme of study. At this stage you will also be asked to confirm how you will pay tuition fees for the next academic year. You will also be able to view the modules that you will be registered for in the next academic year.

### **Where to get help**

LJMU has a dedicated Student Registration Helpline you can contact should you encounter any problems or have any queries – tel: +44 (0) 151 231 3289 or complete a Student Enquiry form at: <https://myservices.ljmu.ac.uk/Forms/RegistryHelp.aspx>.

## Submitting coursework

All coursework **MUST** be formally submitted by you **on or before** the final handing-in date & time identified on the Canvas module site.

Most Module Leaders will request that you submit assignments electronically. You will be notified of the procedure by the Module Leader. Where appropriate you will be requested to submit an electronic copy of your work on Canvas through the Turnitin software. This software package can detect academic misconduct (see C2.3 below). Under the Assignment area for each module assessment requiring electronic submission, the Module Leader will set up a submission point for your assignment.

This process is self-explanatory – just go to the Assignment area on the relevant module Canvas site, look for the drop box, click on it and follow the instructions. You will see your name as the drop off point for your work.

All written work should be:

- word processed on A4 paper with a margin and 1½ line spacing;
- font style Arial font size 12;
- include a word count;
- have a header with your student number;
- have a footer with the Module Leader to the left, module code to the right and page number to the centre.

The first page should give the:

- title and Module Code or number;
- title of the work;
- date of Submission.
- 

Other Guidelines:

- Pages should be numbered in sequence;
- If appropriate, there should be a table of contents;
- Appendices, if included, should be merely illustrative, as brief as possible and strictly relevant to the work;
- A reference list must be included listing, in alphabetical order, all books, journal articles, that have been used in your assignment.

The University acknowledges that there may be occasions when a student's performance in assessment may be adversely affected by serious and exceptional factors outside of their control. Such events include sudden acute illness or close personal bereavement.

The Personal Circumstances procedure operates within specific deadlines following the affected assessment event.

For information about the Personal Circumstances process, please visit: [www.ljmu.ac.uk/academic-registry/student/registry-services/assessment-coursework-and-examination/problems-completing-your-assessment](http://www.ljmu.ac.uk/academic-registry/student/registry-services/assessment-coursework-and-examination/problems-completing-your-assessment)

# Marking criteria

Marking/Assessment criteria set out the knowledge, understanding and skills that you are expected to demonstrate in the particular assessment task(s). These criteria are based on the intended learning outcomes and should help you in identifying what you need to do in order to achieve a particular mark in the given assessment task. Tutors use these criteria when marking your assignments to determine the mark given and to provide feedback to you on your performance.

Institutional Grading Descriptors can be accessed in Appendix C of the Curriculum Design Guide here; <https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>. Please check for specific guidance and criteria supplied by module leaders.

For every assignment submitted a rubric and clear criterion for each grade boundary will be available on canvas

# Feedback strategy

Feedback is a critical part of the learning process. The purpose of feedback is not restricted to providing information on your performance on a single assignment but is also to support your development in future assessments.

LJMU's policy on feedback determines that:

- **Student assessment deadlines will be published alongside University feedback deadlines**

Details of assessment submission deadlines and feedback return will be provided in programme and module guides.

- **Feedback will be available 15 working days after the assessment deadline**

Unless otherwise stated, you should expect to receive feedback on assessed written coursework (not examinations or dissertations) 15 working days after the assessment deadline. Feedback may mean marks as well as more detailed written comments; the marks will be subject to moderation, so should not be taken as the final mark.

*Working days exclude Saturday and Sunday, bank holidays and any other day on which the University is closed.*

- **Feedback will relate to the assessment criteria**

All assessment tasks are marked according to published assessment criteria, as described above. Tutors will use these criteria when providing you with feedback to help you to understand how well you have done and why. In this way, feedback should be helpful to you in subsequent similar assessment tasks in any modules.

- **Students will be entitled to face-to-face feedback on their first piece of assessed work**

Early on in each year of study, you will have an opportunity for face-to-face feedback on a piece of assessed work. This will not necessarily be in a one to one meeting with your tutor but may be done in a group setting, such as a tutorial.

## The main types of feedback used are:

**Formative feedback** is concerned with helping you improve. It provides guidance and motivation. Information and suggestions for development will be given.

**Summative feedback** is primarily provided to give you marks/comments on your attainment. Summative feedback may have a formative function such as providing comments on examination or essay technique, which may help in subsequent examinations or essays.

You will have an opportunity to develop self and peer assessment during lecture time and as part of the PDP process.

**When Feedback should be given:** Feedback will be given throughout the Programme in many different but appropriate ways. For example:

**At the commencement of the academic year** - you will have the opportunity to have a tutorial with your personal tutor. This will also be an opportunity to discuss issues or queries regarding their end of year transcripts. Tutors will give feedback on the transcripts and guidelines for the forthcoming year. Targets may be set in the PDP.

**During lectures** – tutors will usually give generic feedback on assignments in class. This may be an opportunity for you to ask questions. Remember that during assessment support feedback is often given when tutors explain how the last cohort of students tackled the assessment – what they did well and not so well. Tutors may show you anonymised model responses to tasks. During assessment support your tutor will usually talk you through the assessment criteria so you know what the task requires. This is all feedback or rather **feed-forward!**

**Assignment feedback** - you will be given a completed criteria-marking sheet along with your work, which will normally be returned within 15 working days of the submission date. This sheet will be used for all return of work. You must read carefully and digest the comments made by staff. If you do not understand the feedback, ask the module tutor.

## Fairness, consistency and standards

For every piece of work that is formally marked, there will be procedures in place to ensure that the marking is fair, consistent and upholds academic standards. For most assessments, including examinations, there is anonymous marking so that the marker does not know the student who has produced the work. A proportion of the work will be marked by a second member of staff. External examiners, experts in the subject from outside the University, are appointed to every programme and will look at samples of work from across the programme. These procedures will ensure that students work is properly and fairly marked and any potential bias are removed. Once the marks for all the assessments on your programme have been moderated and finalised a Board of Examiners can meet.

### The role of external examiners

The University appoints an external examiner for every programme. They will either be from another University or Higher Education Institution, or from industry where that plays a major role in your programme. The role of the external examiner is to provide informative comment and recommendations upon whether or not:

- the University is maintaining the threshold academic standards set for awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements

- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions and that programme content is current and up-to-date
- the achievements of students are comparable with those in other UK higher education institutions.
- the external examiner also provides informative comment and recommendations on:
  - good practice and innovation relating to learning, teaching and assessment
  - opportunities to enhance the quality of the learning opportunities.

External examiners report to the University annually. This report is discussed and available to student representatives at Board of Study meetings. The External Examiner report will be made available to all students. Please ask your Programme Leader or Student Representative for further information.

External Examiners are appointed to ensure the quality management of HE programmes and it is not part of their remit to communicate with individual students. For this reason, please do not make direct contact with External Examiners in respect of your assessed work or performance. Any issues should be relayed directly to the Module or Programme Leader.

### External Examiners 2020-21

Andy Bloor                      University of Derby,

Tracey Wallis                  University of Wolverhampton

#### PLEASE NOTE:

**No mark is finalised until the respective Award Board/Progression Board for each year. Students have no right to appeal a mark based on 'academic judgement'. Once marks are finalised, students may appeal a mark if they can show that there has been a procedural irregularity in the marking process.**

## Progression and classification

Students are required to attempt all items of summative assessment at the appointed time as a condition of the award of credit. Failure to do so will be deemed by the Board of Examiners to constitute failure in the module unless a claim for Personal Circumstances or Special Mitigation is found valid. See the Undergraduate Academic Framework Regulations, section UG.C4.3 and UG.C4.4 for further details <https://www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf>.

If you are following an undergraduate degree programme and you pass all your modules at Level 4 you will have 120 credits and will progress to Level 5. Similarly, at Level 5 if you achieve 120 credits at this level you will progress to Level 6.

If you have not achieved 120 credits at the first attempt, you may be allowed a referral in the modules you have failed.

### Classification of final Bachelor's degree award

Under the University's Academic Framework Regulations, you need to achieve 120 credits at each level in order to get a traditional Bachelor's degree (for other programmes please refer to the Undergraduate

Academic Framework Regulations at [www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf](http://www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf).

You must pass Level 4, your first year, but the marks you obtain are not taken into consideration for your degree classification. Classification of your degree will be calculated by counting your overall Level 5 mark as 25% of your final award mark, with the remaining 75% coming from your Level 6 marks. See the Undergraduate Academic Framework Regulations, section UG.C8.1 for further details

[www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf](http://www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf).

If there is a professional body associated with your programme, you need to know if any additional regulations apply to your programme. Where this is applicable, further information is available in the professional accreditations section of this guide.

Award marks determine what class of degree you will be given as follows:

- First – overall mark of 70% or above
- 2:1 – overall mark between 60 and 69%
- 2:2 – overall mark between 50 and 59%
- 3rd – overall mark between 40 and 49%

In addition, you will be awarded the higher classification of degree where:

- i. your Award Mark is 1% below the classification boundary and;
- ii. more than half of the credits at Level 6 are in a class above that indicated by the Award Mark.

If you do not fit these criteria, you will not be considered for a higher classification.

**Classification of final integrated masters degree award** (MArt, MChem, MComp, MEng, MNurse, MPharm, MPhys)

If you are studying for an integrated masters degree, classification of your degree will be calculated by using marks from the credits achieved at Levels 5, 6 and 7. See the Undergraduate Academic Framework Regulations, section UG.C8.5.1 for further details

[www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf](http://www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf).

The class of degree will be based upon the award mark which is the weighted average of Level 5, Level 6 and Level 7 marks. Marks achieved at Level 5 will be weighted at 10%, from Level 6 at 30% and those at Level 7 at 60%.

In addition, you will be awarded the higher classification of degree where:

- i. the Award Mark is 1% below the higher classification boundary and;
- ii. the majority of the 120 credits at Level 7 are in a class above that indicated by the Award Mark.

For further information, the Undergraduate Academic Framework Regulations are available at [www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf](http://www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf).

## Referrals/deferrals

### Referrals and exceptional second referrals

A referral is the opportunity to re-take assessment in a module in which you attained no credit after your first attempt. You only get one referral opportunity in each module. If you fail to gain the credits for a module at the second attempt, you may be eligible for an Exceptional Second Referral (ESR) for up to 20

credits, but in order to be eligible for an ESR you need to have achieved 100 credits at that level. See the Academic Framework regulations, section UG.C7.14 (and UG.C5.5.8) for further details.

[www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf](http://www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf).

If you are eligible, you will have a third attempt at the assessment. If you are not eligible for an ESR, you will not be able to progress onto the next level. You will be advised about the options available to you and this may include an opportunity to re-register for a Final Module Attempt (FMA – see UG.C7.13). The maximum mark obtainable from a referral, ESR or FMA is 40%, or whatever is the minimum pass mark.

Some modules may not be eligible for Exceptional Second Referrals or Final Module Attempts. These are usually modules related to professional competency requirements.

At the start of the academic year you will be told the date of the referral week, when referral assessments will take place. A Referral Board of Examiners takes place before the start of the following academic year and your progress is considered again. Students who have not achieved at least 100 credits will not be allowed to progress to the next level. However, there may be an opportunity to re-register for a Final Module Attempt (see UG.C7.13) provided that you have not completed a previous level via this mechanism.

### Deferral

A deferral is the opportunity to undertake an assessment at the next assessment opportunity. This can only happen if you follow the Personal Circumstances procedure within the specified timeframe – see <https://myservices.ljmu.ac.uk>

Deferred assessment attempts are marked as if you were attempting them for the first time i.e. not capped to the minimum pass mark.

## Boards of Examiners

**Boards of Examiners** meet to consider the progress of every student at least once a year. The Boards make decisions on level completion, progression and awards. The Board ensures the maintenance of appropriate standards of assessment and that all students are assessed fairly in accordance with the approved regulations and procedures.

## How you will get your results

Students will access their results in accordance with the University's **Result Notification Day**, as recorded on the Academic Calendar" after the end of year Board of Examiners. A Result Statement and a Progress Transcript will be issued, the latter providing a detailed breakdown of assessment results. This is the only method by which results will be communicated and the University will not give out results over the telephone or by e-mail. Students who must undertake further assessment will have this requirement confirmed by the Board of Examiners and will receive details (including nature and timing of required re-assessment) of their referral/deferral requirements with their Result Statement.

Please contact the module leader for advice if you have a referral or deferral on a module, they will give you details about how to access support. In addition, all details of the referral/deferral tasks will be available on Canvas.

If you have not achieved enough credits to progress to the next level please contact Sarah Hindhaugh, programme leader, to discuss your options.

# Academic Appeals

All students have the right to appeal against the decisions of a Board of Examiners, which confirms assessment results (marks, grades) and makes final awards. Students also have the right to appeal against the decision of a Personal Circumstance Panel or an Academic Misconduct Panel. There are strict eligibility criteria and timescales for appeals.

The Appeals Form is available at MyLJMU at <https://myservices.ljmu.ac.uk/>

The Appeals Guidance notes are available here: <https://www.ljmu.ac.uk/about-us/public-information/student-regulations/student-appeals>

# Student Complaints

If you are not satisfied with the level of service provided by LJMU or if you have some other cause for complaint, then the matter should be raised in the first instance with the person responsible for that service or department. You can do this either in person or in writing, but you should do this within 30 days of the incident, matter or concern.

If you believe that you have not had a satisfactory response or you feel that the matter is still unresolved, then you may wish to use the formal Student Complaints Procedure.

For further information on the Student Complaints Procedure:

- visit: <https://www.ljmu.ac.uk/about-us/public-information/student-regulations/student-complaints>
- email: [StudentGovernance@ljmu.ac.uk](mailto:StudentGovernance@ljmu.ac.uk)

# Academic Misconduct

Academic Misconduct is deemed to cover deliberate attempts to gain an unfair advantage in assessments. This includes attempts to cheat, plagiarise, unauthorised collusion or any other deliberate attempt to gain an unfair advantage in summatively assessed work, including the submission of material commission from a third party.

If you are accused of Academic Misconduct you will be sent details of the allegation plus supporting evidence and be invited to attend an Academic Misconduct Panel. John Moores Students Union: [www.jmsu.co.uk](http://www.jmsu.co.uk) can give you impartial advice on what to expect.

For information relating to LJMU's Academic Misconduct policies, please visit: <https://www.ljmu.ac.uk/about-us/public-information/student-regulations/academic-misconduct>

Additionally, information about Academic Misconduct can be found at <https://myservices.ljmu.ac.uk/>

## The LJMU Penalty Tariff

The University strives to ensure fairness and consistency in the application of penalties to students across all Faculties and has adopted a standard penalty tariff to be used in all cases of proven academic misconduct.

The principle behind the tariff is simple and serves to ensure that all students are aware of the penalties that they will receive if they are found guilty of academic misconduct.

## Student Feedback

### We want your feedback

Informal feedback and communication is sought from students on a daily basis. However, there are certain points in the year when the University formally asks you for your feedback in the form of surveys. The University values your feedback and encourages students to complete the formal surveys you receive in your student email account.

All survey results are looked at in-depth at various levels of the University and students should get involved in discussing any appropriate action that needs to take place to address any issues. Increasing the response rates of the surveys is vital to ensure the University is receiving the views of the majority of the student body. Publicity about the dates of the surveys will be available across the University and via your LJMU email account.

A Module Appraisal Survey will be sent out to you towards the end of your module(s). These are analysed by the Academic Enhancement Unit and results are disseminated back to faculty staff to address and comment on. Module Appraisal Survey results are also reported on in each programme's Annual Monitoring Report. This is a compulsory report that programme leaders have to submit detailing how their programme has run that academic year. This report is presented to a Board of Study meeting for discussion.

Programme Leaders will also discuss Module Appraisal Survey outcomes with student representatives at Board of Study meetings.

The National Student Survey (NSS) is an annual survey of mostly final year undergraduates in England, Northern Ireland, Wales and the majority of institutions in Scotland. The survey is part of a Higher Education quality assurance system to generate more detailed public information about teaching quality. Ipsos MORI, an independent research company, conducts the survey. It is an opportunity to give your opinions on what you liked about your time at LJMU as well as things that you felt could have been improved. The NSS results are made publicly available to help prospective students make informed decisions of where and what to study. Institutions and students' unions also use the anonymised data to identify areas of strengths and weaknesses to help effect change and bring about enhancements to improve the student experience for future generations of students.

The results from all surveys are closely scrutinised by the Primary Team and they are shared with student representatives at Board of Studies meetings. The results of these surveys are used by staff in their evaluations of modules and directly influence changes and amendments made to the programme and to individual modules year-on-year.

### Results of previous student feedback

We take feedback from our students in a variety of ways including Board of Studies meetings and a variety of satisfaction surveys. Student feedback has informed some key improvements to our programme:

- Foundation subjects' modules - Rather than a weekly session, these modules will now be delivered in two themed weeks, humanities and arts so that greater connections can be made between pedagogical teaching approaches.
- One document on the professional studies module give all the assessment dates for the year
- Level 4 have a day off timetable and their Semester 1 break is in line with University Directed study week, so students aren't alone in halls.
- Extra study skills and planning sessions have been embedded into professional studies modules to support students and respond to the impact of lockdown on placement.
- Some University Assessment weeks have been used to support the submission of assignments to ease the pressure on workload.

Some feedback unfortunately, due to the Covid situation, is not possible to implement at this time but we look to considering further feedback when we are working in more 'normal'

## Student representation and getting involved

LJMU aims to make every one of our courses as good as it can possibly be; for that we need students' help. Every year, each programme elects Course Reps; fellow students who represent the views of other students on their course. Course reps can influence everything from changes to the course curriculum to improving how the course is organised and supported by lecturers. By working together as equals, Course Reps and Lecturers can have a significant impact on the experience of going to LJMU.

Course Reps are elected at the start of every academic year and will receive training designed by John Moores Students' Union. They also receive continuous support in their role from relevant programme leaders and lecturing staff, as well as the Course Representation Team at JMSU. If you are interested in becoming a Course Rep, contact your Programme Leader or [coursereps@ljmu.ac.uk](mailto:coursereps@ljmu.ac.uk).

Follow Course Reps on Twitter @coursereps

Or on Facebook search for "LJMU Course Reps".

## What is the Board of Study?

The Board of Study oversees the management and operation of the programme. Membership will consist of all staff teaching on the programme, other staff essential to the running of the programme and student course representatives. You can discuss any aspects of your programme with your course representative, in this way you can contribute to the formal running of the programme. Course representatives have an obligation to then feed back to their fellow students. Programme Leaders will ensure that Board of Study papers are available to all students. The minutes of meetings will be shared in the 'My Course' area of MyLJMU <https://my.ljmu.ac.uk>.

Each year group elect two or three representatives to attend the Board of Study. There will be two Boards of Study during the academic year – one in October and one in March. Prior to the Boards of Study, course representatives from each year will be asked to discuss any issues with their peers so that they can collate the responses to present at the Boards of Study. They will be asked to send the response to the Programme Leader who will add the important issues highlighted by the student reps to the meeting agenda. These issues will be discussed, and staff will respond to student concerns. It is the student reps' duty to disseminate these responses to their peers and it is the Programme Leader and team's obligation to

create an action plan regarding how they will move forward on issues requiring action. They will feedback the results of actions carried out to student reps within 2 weeks wherever possible.

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# Appendix – Programme Specification

Your programme specification can be found here....

4211PRIM canvas module

5211PRIM canvas module

6211PRIM canvas module