Liverpool John Moores University

Programme Guide

2021/22

Postgraduate Diploma in Education (PGDE)

Secondary ITE | LJMU Core

QAA — UK Quality Assured

Contents

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 'asynchonous 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

Welcome to your initial teacher education (ITE) programme at Liverpool John Moores University (LJMU). In the last two years, we found ourselves in uncharted waters with the effects of COVID-19 on education. However, throughout the global pandemic we have witnessed the astonishing flexibility and adaptability of our students and staff at LJMU and their commitment in supporting pupils and schools during these unprecedented times. In some ways, nothing has changed at LJMU. We continue to dedicate ourselves to excellence and to educating teachers who will take a lead in learning and teaching in the North West region and beyond. The LJMU Teacher is committed to providing a high quality teaching and widening opportunities for children and young people. Our postgraduate programmes have been designed in line with the DfE's Core Content Framework and in collaboration with schools in the LJMU Partnership and in consultation with student teachers. LJMU Teachers have an excellent reputation in schools and our graduates are highly employable; many securing jobs in the region, with national and international opportunities.

Your programme is part of *Department of Teacher Education*, in the *School of Education* within the *Faculty of Arts, Professional and Social Studies*. It forms part of a suite of initial teacher education programmes, across a range of subject specialist areas taught in the secondary sector.

This **programme guide** and will outline information about your course, which leads to qualified teacher status (QTS) as an early career teacher (ECT), and includes an overview of the programme assessments. It also outlines the university's rules and regulations and the code of professional conduct that you agree to abide by when you enrol and begin your study. It will also provide more specific information about your course of study and specific contact details.

Learning to teach in secondary schools is both challenging and rewarding, involving teaching practise alongside your academic study. As a student teacher at LJMU, you will be supported by experienced university-based tutors and school-based mentors; both as a student teacher and in the transition to qualification. Your academic study is designed to support you in understanding theory in practice (and vice versa).

Teaching is a rewarding and important career, requiring resilience and commitment, making an essential contribution to the cultural and economic development of society. Your tutors and I wish you every success as you embark on your career as a LJMU Teacher.

Camilla Cole

Head of Secondary Programmes.

What you need to know about your programme

We work in partnership with local schools, and other educational establishments, to educate teachers who will play a significant role in the schooling of young people equipped for a modern and socially inclusive society. Our programme will develop your subject knowledge and decision making for teaching, and is informed by international research and professional experience. The PGDE programme is awarded on passing four modules (including the placement experience), leading to 120 Level 7 credits (Masters level) and recommendation for Qualified Teacher Status (QTS). The recommendation for QTS follows the successful completion of the *Becoming a Professional Teacher* (7118SBEC), in which student teachers must pass their placement experience, meeting all of the Teachers' Standards (DfE, 2011).

Each module is assessed using a variety of methods including: presentation, assignments and school practice.

The programme is taught through lecture, workshop seminar, tutorials and online learning. Students are responsible for preparation prior to, and following up, formal taught sessions, considering the impact of their learning and development on their practice. A range of planned approaches will be taken to support active blended learning. Teaching will be both face to face in classrooms, synchronous (online and live in real time) and asynchronous (online activity not in real time) with a focus on interactivity and social learning, curated learning materials, and activity that scaffolds and consolidates learning.

Staff teaching on the programme have a range of research interests directly relevant to teacher education and learning in school that inform teaching. Research interests include subject pedagogy and knowledge, reflective practice, arts education, professionalism, STEM and more.

Programme Structure

The programme is comprised of approximately 60 days university-based training and at least 120 days on placement. The placement model is broken down into three phases, as outlined below, with the teaching expectations and timetable increasing as the year progresses:

Phase 1	Observation and beginning teaching and learning
Phase 2	Consolidating and developing teaching and learning
Phase 3	Extending teaching and learning leading to Qualifying to Teach

The expectations for each phase are detailed in the Placement Experience website available at: http://www.itt-placement.com/

Please find your calendar for the year **HERE**. This explains when you are in university and when you are at school.

Professional Development towards the QTS Standards is structured within the PGDE programme around the Phases of training, through which trainees are expected to demonstrate increasing professional responsibility for developing confidence and competence throughout the course.

The programme consists of four interrelated modules, designed to develop:

- critical understanding and practical application of educational theory

- active reflection informing your professional development

- research skills promoting effective teaching and learning

- subject knowledge and understanding of how children learn

Recommendation for qualified teacher status (QTS) is a result of:

- passing the 20-credit *Becoming a Professional Teacher* (7118SBEC) module

- successful completion of school-based Placement Experience

- demonstrating that the Teachers' Standards have been met in full

Time for Study

Initial Teacher Education is an intensive, full-time programme involving university-based study and teaching practise within at least two educational establishments. Module guides provide details of the module learning outcomes and assessments, and can be access through the *Canvas*, our virtual learning environment (VLE) at https://canvas.ljmu.ac.uk/.

The programme calendar and the timetable for the university-based lectures, workshops and seminar are located Canvas, within the *Becoming a Professional Teacher* (7118SBEC) module. Successful completion of the academic component of the course will require *at least* 640 hours of study divided between *taught sessions*, *private study* and completion of *work-related activities*. Further study time includes professional development activities, which will enable the you to meet the Teachers' Standards. The PGDE module titles are:

Becoming a Professional Teacher (7118SBEC)

Reflecting on Teaching and Learning (7218SREF)

Planning and Assessing for Progress (7318SPLA)

Evidencing Impact on Learners (7418SEVI)

Reading

As a student teacher at LJMU, you are expected to read to inform and supplement your understanding of teaching and learning. The programme modules have extensive reading lists (available in the Module Guides, on Canvas). Your lectures, workshops and seminars will also refer to other books, chapters, journal articles.

Core text

The programme core texts is:

> Capel, S., Leask, M. and Younie, S. (2019). Learning to teach in the Secondary School: a companion to school experience (8th Edition). Abingdon, UK: Routledge.

Copies are available in the Library. You may want to check second hand suppliers (including eBay or Amazon) if you want to purchase a copy.

School placement practise

Practical learning, teaching and assessment texts we recommend to supplement your reading:

> Dix, P. (2017). *When the Adults Change, Everything Changes: seismic shifts in school behaviour.* Carmathen: Independent Thinking Press.
>
> Petty, G. (2014). *Teaching Today: A Practical Guide* (5th Edition). Cheltenham, UK: Nelson Thornes Ltd.

Subject pedagogy

Subject specific texts will be recommended for the Subject Pedagogy module in September, such as the Routledge Learning to Teach series. Information is available at:

> https://www.routledge.com/Learning-to-Teach-Subjects-in-the-Secondary-School-Series/book-series/LTTSS

Study Skills for Higher Education

As you step up to Masters Level study, the following texts will be useful:

> Ridley, D. (2012). The literature review: A step-by-step guide for students (second edition). London: Sage Publications Ltd.
>
> Wallace, M. and Wray, A. (2016). Critical reading and writing for Postgraduates (third edition). United States: SAGE Publications Ltd.

How you will be assessed

Student teachers are assessed in accordance with LJMU's Academic Framework. Assessments are designed to meet the specific intentions and requirements for each module, and module assignments bridge the gap between practice and theory that most beginning teachers experience at the beginning of ITE. You will attend detailed assessment briefings and guidance on suggested assignment structures are also available in module guides. The same grading criteria, based on the LJMU Level 7 descriptors, are used for three of the four modules (excluding 7118SBEC, which is assessed against the Teachers' Standards at the end of the programme). All coursework directly relates to your professional practice and requires that you engage with the module reading lists and the referenced work in lectures, seminars and workshops. This Programme Guide outlines the module assessments (below) and individual module guides provide the details.

Support within the programme

The programme is carefully designed to prepare student teachers to plan, deliver and evaluate effective learning. Tutorial support is built into the programme through: (a) scheduled group tutorials with your university-based Liaison Tutor, (b) co-observations at your placement school by your Liaison Tutor and school-based ITT Mentor, and (c) an individual Final Tutorial to agree your development plan for your Early Career Teacher Induction. You can also request an informal or ad hoc tutorial with your Liaison Tutor, subject to their availability. Module Leaders, with their teams, are responsible for preparing student teacher for module assessments, making links with the five strands list above. All questions relating to module assessments must be address directly to the relevant module leader (see Module Guides for contact details).

Study support is built into the curriculum timetable and additional sessions are available to support the transition to postgraduate writing. The first summative assignment is weighted at 20% of the *Reflecting on Teaching Learning* (7218SREF) module, to support the transition in academic writing from undergraduate (Level 6) to postgraduate (Level 7) study. Feedback on drafts of summative assignments is only available for students who have failed or underperformed on a previous assessment, and tutor can comment on a sample of max. 500 words. Please note that tutors are not permitted to give any indication of a mark or refer directly to the assessment criteria when commenting on drafts.

Programme Term Dates

Autumn Term

	From	To
Autumn 1	Monday 13th September 2021	Friday 22nd October 2021
Half Term	Monday 25th October 2021	Friday 29th October 2021
Autumn 2	Monday 1st November 2021	Follow the Home School calendar

Spring Term

	From	To
Spring 1	Monday 5th January 2022	Friday 18th February 2022
Half Term	Monday 21st February 2022	Friday 25th February 2022
Spring 2	Monday 28th February 2022	Follow the Home School calendar

Summer Term

	From	To
Summer 1	Follow the Home School calendar	Friday 27th May 2022
Half Term	Monday 30th May 2022	Friday 3rd June 2022
Summer 2	Monday 6th June 2022	Friday 1st July 2022[1]

There are two aspects of the assessment of the course, the PGDE and QTS:

Postgraduate Diploma in Education (PGDE)

- 120 Level 7 credits from four modules (see below)

- The award conferred by LJMU through the Board of Examiners

- The Result Statement and Transcript are downloaded in July (date to be confirmed) from the My LJMU Portal at https://myresults.ljmu.ac.uk/

- Graduations are in November (typically in the third week), after the course, and information can be found at https://www.ljmu.ac.uk/students/graduation - we aim to confirm the potential date at the end of the course

Qualified Teacher Status (QTS)

- On successful completion of the Becoming a Professional Teacher (7118SBEC) module

- QTS is conferred by the Department for Education (DfE) through the Teaching Regulation Agency (TRA)

- On successful completion of the course, you will be able to download your QTS Certificate July (date to be confirmed) from the Teacher Self-Service Portal at https://teacherservices.education.gov.uk/SelfService/Login

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[1] Student teachers are advised not to book travel or holidays immediately after the end of the course until the Phase 3 Interim Review Form has been completed confirming that all standards are being met above the minimum level.

Your Modules

In order to be awarded a PGDE, students must successfully complete and pass the four modules below:

7118SBEC **Becoming a** **Professional Teacher** 20 Credits	**7218SREF** **Reflecting on** **Teaching and Learning** 40 Credits
7318SPLA **Planning and Assessing** **for Progress** 40 Credits	**7418SEVI** **Evidencing** **Impact on Learners** 20 Credits
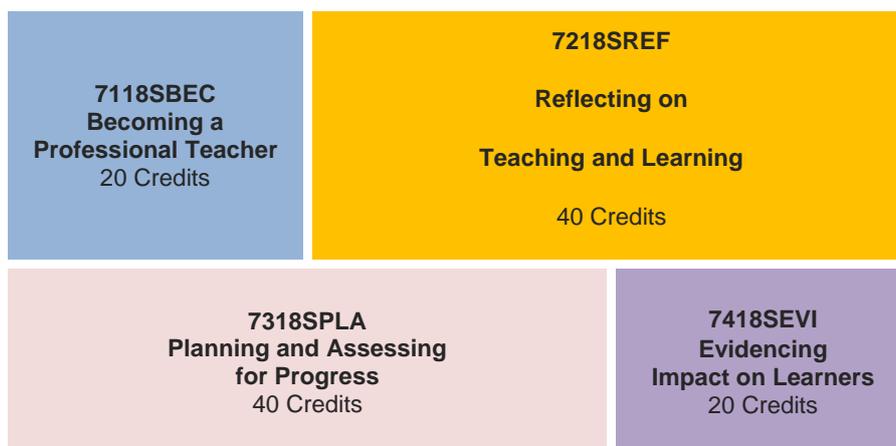
Each module has a specific focus on an aspect of teaching, with 20 Credit modules having a narrow focus on a specific aspect of professional practice, and 40 Credit modules have a broad focus on wider pedagogical and curriculum matters. See the 'Modules' section (below) for an overview of each module and the assessment dates.

Target exit award

The target exit award for this programme is Postgraduate Diploma in Education (Secondary), which is confirmed by the Board of Examiners (July) on completion of the following modules with 120 Level 7 credits:

- 7118SBEC Becoming a Professional Teacher (20 Credits)
- 7218SREF Reflecting on Teaching and Learning (40 Credits)
- 7318SPLA Planning and Assessing for Progress (40 Credits)
- 7418SEVI Evidencing Impact on Learners (20 Credits)

Students on the PGDE programme cannot choose to 'step down' to one of the alternative exit awards listed in the programme specification during the programme. Any concerns regarding you successful completion of the course should be discussed with the programme leader.

If a module assessment is (a) failed (<50) or (b) not attempted (NAT), a referral opportunity will be offered by the main Board of Examiners (after the end of the course, in July). Referrals are submitted at the end of July (date to be confirmed) and considered by a referral Board of Examiners in August. Referral marks are capped at 50 by the Board of Examiners. Students are able to decline the offer of a referral, by emailing the programme leader before the Board of Examiners, no sooner that the last week of the programme, in June.

If there are personal circumstances for you not submitting a module assessment, students can either:

- Request an extension from the appropriate Module Leader (typically limited to a maximum of 15 working days)
- Apply for Personal Circumstances (PC) via the My LJMU Portal at https://myservices.ljmu.ac.uk/

Module assessments listed in a successful PC are submitted as deferrals and marks are not capped. Deferrals are submitted are submitted at the end of July (date to be confirmed) and considered by a referral Board of Examiners in August.

Alternative exit awards

A Board of Examiners (usually a referral board), can offer eligible students, an alternative exit award of Postgraduate Certificate in Education (PGCE), with recommendation for QTS, where students complete the following modules (achieving at least 60 Level 7 credits):

- 7118SBEC Becoming a Professional Teacher (20 Credits)

- 7218SREF Reflecting on Teaching and Learning (40 Credits) or 7318SPLA Planning and Assessing for Progress (40 Credits)

Students must pass module 7118SBEC to be recommended to the national awarding body for the award of QTS. All students must demonstrate that they have met all requirements for QTS as set out in the current relevant national requirements in order to be recommended for QTS. The Placement Experience procedures, on the LJMU Placement Website, outline the expectations of the LJMU Partnership to meet the competency requirement (Teaching Practice) for this module.

A non-QTS alternative exit award of Postgraduate Diploma in Secondary Education Studies (PGDip), without recommendation for QTS, may be awarded to students who achieve 120 Level 7 credits, excluding 7118SBEC (linked to the Placement Experience). Completing the following modules:

- 7218SREF Reflecting on Teaching and Learning (40 Credits)

- 7318SPLA Planning and Assessing for Progress (40 Credits)

- 7418SEVI Evidencing Impact on Learners (20 Credits)

- 7518EDU Education and Schooling (20 Credits) – transfer from 7118SBEC

A non-QTS alternative exit award of Postgraduate Certificate in Secondary Education Studies (PGCert), without recommendation for QTS, may be awarded where students complete 60 Level 7 credits with any combination of the following modules:

- 7218SREF Reflecting on Teaching and Learning (40 Credits)

- 7418SEVI Evidencing Impact on Learners (20 Credits)

- 7318SPLA Planning and Assessing for Progress (40 Credits)

- 7518EDU Education and Schooling (20 Credits) – transfer from 7118SBEC

An alternative exit award of Certificate of Professional Development Award with recommendation for QTS (CPQ) can be offered to students who pass 7118SBEC Becoming and Professional Teacher (linked to the Placement Experience), achieving 20 Level 7 credits.

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.

Within Canvas you will have access an electronic version of this programme guide, along with timetables and tutorial guidance through the *Becoming a Professional Teacher* (7118SBEC) module; as well as an extensive range of resources and information, including guidance on gaining a teaching post.

Each module on your programme has a Canvas course, where you will find the relevant Module Information, lecture, workshop and seminar notes, assignment guidance and other useful resources. Please note that what are called 'courses' in Canvas are what we refer to as modules at LJMU; and 'modules' in Canvas refers to items such as lecture notes and resources. All written assignments on the programme are submitted electronically, unless otherwise indicated in the relevant module information.

You should be logging onto Canvas every week to engage with the active blended learning of the programme as well as with other students and staff.

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

The timetable for the academic year can be found on 7118SBEC Canvas. There will be a blend of face to face sessions and asynchronous / synchronous online sessions. Face to face lessons will be seminars and workshops where you will work with a university tutor. Support sessions with your personal and subject tutors will often happen out of school hours while you are on placement and will take place via Zoom. It is expected that you attend all aspects of the taught programme and school placement. This means you need to actively organise your time accordingly in order to meet school and academic deadlines.

ITE Attendance Policy

Attendance on placement and at university training is mandatory and a minimum 90% attendance rate at university is expected. Attendance of the Placement Experience (at least 120 days are provided) is a requirement to meet the Teachers' Standards and be recommended for QTS – absence from placement, and addition days to be complete, must be discussed with your Liaison Tutor, around the Phase 3 Interim Review completion date.

Persistent absence from university training may result in a delay returning to your school placement. Persistent unauthorised absence from the programme (university and placement) will be commented on in your LJMU Reference. The Home School placement may also be informed about poor attendance at university. Days absent from placement may need to be made up at the end of the course in order to meet the Teachers' Standards.

The LJMU attendance policy (2018) states that "Students who have failed to attend for four consecutive weeks without sufficient explanation and authorisation will be required to attend an interview with the Programme Leader to discuss their continuation on the programme of study". Furthermore, "failure to attend these interviews without prior notice may lead to withdrawal from the programme of studies." You are enrolled on a professional training and education programme, with the associated conduct expected of beginning teachers seeking employment as a qualified teacher.

Absence and bursaries

For student teachers in receipt of a training bursary or scholarship - poor attendance at university or on placement may result in payments being suspended/delayed.

Punctuality

Student teachers are expected to maintain appropriate standards of behaviour in university and on placement. This includes being ready to learn or to teach at the correct time. Employing schools usually request information on student teachers' punctuality in reference requests, indicating that it is viewed as an important professional behaviour. Being punctual means that you are prepared for the session or the lesson on your timetable, and you should plan to be where you are meant to be at least 5 minutes early. Arriving late for lectures, workshops and seminars (in school on university) reflects poorly on individuals, especially as mentors and tutors will be expected to write honest references during and at the end of the course. If you arrive late, with a good reason, you must ensure that you explain your circumstances to your mentor/tutor – and avoid making a habit of it.

Absence Reporting

In cases of absence, it is the trainee's responsibility to ensure that both LJMU and the placement school are

informed. Student teachers are required to report short periods of absence (maximum 5 days) using the My LJMU Portal (https://myservices.ljmu.ac.uk/Forms/AbsenceReport.aspx) to report all absences, completing the online form and clearly stating your reason for absence, and…

1) Email the Tutor/Module Leader by 08:30 on the day of any absence from university or school-based training days,

2) Follow the staff absence reporting procedures for the placement school any absence from placement, indicating to your ITT Mentor the activities you had planned for the classes you were scheduled to teach

A valid Statement of Fitness to Work (aka 'sick note') must be provided for all absences over 5 working days, to itt-absence@ljmu.ac.uk. f you think that you may exceed this period, you must make an appointment to see your GP by the fifth day of absence, in order to obtain the statement.

Expected absences

Expected absences for one day, such as hospital appointments, must be reported using the My LJMU Portal (https://myservices.ljmu.ac.uk/Forms/AbsenceReport.aspx). Absence from the programme for travel to/from holidays or non-term addresses will not be authorised. Students are expected to make travel arrangements outside of calendared programme dates and schedules (placement and university). Expected absence for more than two consecutive days must be approved by the Programme Leader in advance, using the Expected Absence Request Form (available in the 7118SBEC module site on Canvas) and reported via the My LJMU Portal on receipt of the signed approval.

Absence and interviews for teaching posts

We encourage our student teachers to beginning searching and applying for teaching posts as early as November, during the course. Absence from placement to attend interviews for teaching posts must be reported (as outlined above), but are not classed as days absent from placement.

Extended Absences

Student teachers absent from the programme (placement and university) for more than four weeks (20 working days) during the course, are highly unlikely to be able to meet the requirements of the programme and complete within the academic year. An appropriate Statement of Fitness to Work, covering the full period of absence, is required for periods longer than 5 working days. Students prolonged absence will be advised to apply for Leave of Absence (LOA) and may be referred to Fitness to Practise, should absence persist bound this period. Opportunities for extended placements after the official end of the course, and within the school academic year, are limited (see below). LOA (see below) provides the opportunity for students who are capable of meeting the Teachers' Standards and passing the course to interrupt their training, suspending studies to return in the next academic year.

All university policies can be accessed at https://www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process

Extended Placements

Please note that accumulated absences from the programme (placement and university) exceeding 10 working days may result in an extension to the placement experience, beyond the official end of the course and the Board of Examiners. Extended placements, within the school academic year (i.e. to the end of the school term in July), are managed by the Liaison Tutor and must be agreed by the Partnership Lead (Andrea

Mallaburn) and the Programme Leader (Camilla Cole) at least two weeks before the Board of Examiners (first week of July). Extended placements beyond this period will be considered by the chair of the Board of Examiners and may delay the postgraduate award and recommendation for QTS. Decisions on extended placements will be determined by a student teachers ability to meet the Teachers' Standards in full, above the minimum level, rather than one a simplistic 'one-day-absence = one-day-extended placement' basis. Potential additional days should be determined around the Phase 3 Interim Review point (April/May) in consultation between the Liaison Tutor and ITT Mentor.

Medical leave

A valid Statement of Fitness to Work is required for all health-related absences on the programme for a period of more than 5 working days; and must be emailed to itt-absence@ljmu.ac.uk on, or about, the fifth day of continuous absence. Students with prolonged absence from the programme (typically beyond two weeks, or 10 working days) should arrange to meet with the Programme Leader (Camilla Cole) to discuss options. The university Leave of Absence (LOA) procedures are available for prolonged absence (see below).

Leave of Absence (Long Term)

Students experiencing acute, persistent and unresolvable circumstances affecting successful completion of the programme within the academic year (typically health or personal matters), should discuss the issues with their Liaison Tutor as early as possible. Leave of Absence (LOA) is a university process where students can suspend their studies for a period of time and must be approved, in advance, by the Faculty Registrar, via the Programme Leader. LOA will only be approved in exceptional circumstances, and will not normally be granted near the end of the course or where there is no clear evidence of health/personal matters affecting progress. We will maintain a code of confidentiality and you will be required to complete a Leave of Absence or Extenuating Circumstance form. The University's financial service will be informed of extended absence (including LOA) in the event of expected long-term absence or withdrawal from the course: course fees payments by trainees will be suspended during LOA; and also training bursary payments will cease to be paid to trainees (where available and relevant). The date of last attendance, identified on the LOA Request Form, is taken as the final date for which payment will be made. The university may require repayment of funds where an overpayment has been made.

Leave of Absence (LOA) and Extenuating Circumstances (EC) can be applied for online at the My LJMU Portal (https://myservices.ljmu.ac.uk/). Students are advised to contact the Programme Leader (Camilla Cole) before applying for LOA or EC to ensure that it is an appropriate action.

Withdrawing from the programme

The teacher education team are committed to educating resilient teachers. Student teachers considering discontinuing and withdraw from the course, must contact the Programme Leader (Camilla Cole) to discuss options. There are a range of options for students unsure as whether to continue on the programme, and withdrawing might seem like the best option at the time, but be regretted at a later date.

The Student Engagement Team are also available to advise on support available to students at LJMU. Information and contacts health and wellbeing support at LJMU can be accessed at https://www.ljmu.ac.uk/discover/student-support/health-and-wellbeing.

You should speak with your Liaison Tutor and arrange a meeting with the Programme Leader (Camilla Cole) before withdrawing from the programme.

Progress on placement

Student teachers are expected to uphold the highest professional standards for conduct at all times on the programme, both in and outside of school. Where a student teacher is making insufficient progress on placement (i.e. below expectations for the Phase of training or acting contrary to the Teachers' Standards and Professional Code of Conduct), and the school has raised concerns, a number of intervention measures are available for trainees, tutors and mentors to support progress. Interventions include the Additional Support Framework (ASF) and a Referral Placement outlined on the LJMU Placement website (www.itt-placement.com). When a student teacher is continuing to experience difficulty meeting the Teachers' Standards, after a period working with ASF targets, it may be appropriate to hold an additional formal tutorial with the Personal/Liaison Tutor and Programme Leader (or Partnership Lead) to discuss issues around progress and appropriate action. This kind of tutorial may also be convened to address matters such as unauthorised absence and unsatisfactory attendance. In extreme circumstances, where a school withdraws or terminates a placement because of a failure to maintain professional standards and/or the LJMU Professional Code of Conduct are not adhered to, the University may instigate a Fitness to Practice investigation.

University ITE Placement procedures can be found at https://www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process

Professional accreditations

Recommendation for qualified teacher status (QTS) is an integral part of the programme, and enables you to teach as a qualified teacher in any state school in England. The award of QTS, by the Teacher Regulation Agency (TRA), is automatic when the requirements of the target award have been satisfied (see above).

Disclosure and Barring Service

You are registered on a 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.

If you have any queries regarding your DBS, please contact Lisa Cossack, in the IM Marsh Recruitment Team, on 0151 231 5326 or L.Cossack@ljmu.ac.uk.

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.

Your tutor will be allocated to you in the first few weeks of the academic year. As an LJMU student teacher, they have two roles:

- **Personal Tutor:** with a general responsibility for your wellbeing and monitoring progress on the course (including identifying areas of achievement and for development at each Phase of the course, addressing concerns and supporting with job applications);

- **Liaison Tutor:** with a responsibility to support you and your school-based ITT Mentor on placement, providing mentor training and co-observing you teaching with your mentor on at least two occasions across the year. The liaison tutor has a quality assurance role and facilitates your triangulation meeting confirming progress and attainment on placement at the end of the course.

You will have a variety of group and individual tutorials scheduled across the year, which are outlined in the Module Guide for 7118SBEC Becoming a Professional Teacher. Group tutorials are, typically, with up to eight trainees, and the primarily focus is on progress on your placement experience. Tutors will be contactable by email and we aim to respond to within 48 working hours. The specific dates for tutorials are on the programme calendar and timetables. Tutorial checklists and record forms will be available in 7118SBEC module on Canvas. Trainees may also contact tutors to arrange additional ad hoc tutorial support, as the need arises. This can be through email of the SeeMyTutor facilitiy to book appointments via MyLJMU. Please remember: staff teach on a wide variety of programmes and therefore may not always be available when you are.

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.

Student teachers maintain two kinds of file for their PDP, both of which are mandatory for the QTS element of the programme:

a) The **QTS Training and Development File** (electronic, one-drive file), which has all your mentoring and school-based training records;

b) Your **Placement Experience File(s)** (paper-based or electronic), with all of your lesson planning, resources and evaluations, as well as relevant data and assessment records for the classes that you teach;

Student teachers at LJMU are <u>NOT</u> required to compile an additional portfolio of evidence, as all the necessary evidence is located within the two files above. Trainees maintain and update their **LJMU ITT Tracker** (aka the 'Tracker') monitor progress against the Teachers' Standards and record details (including the location in the relevant) of evidence demonstrating that the standards have been met, The Tracker is the mediating document in the Triangulation meeting with your Personal/Liaison Tutor and school-based ITT Mentor at the end of the course.

For more information about the role and responsibilities for the Placement Experience, visit the Roles and Responsibilities page of Section A of the LJMU Placement website at:
www.itt-placement.com.

The **Tracker** will be introduced after the Winter Break but can be accessed in advance at:
http://www.itt-placement.com/pgce-secondary/tracking-progress-and-attainment.php

Professional Code of Conduct

In addition to begin assessed against the Teachers Standards (DfE, 2011), you are required to sign (before you start on placement) and abide by the LJMU Professional Code of Conduct (PCOD). You can read the

PCOD at http://itt-placement.com/pgce-secondary/code-of-professional-conduct-for-teachers.php.

Dress code

As a student on a professional education programme, you are expected to dress appropriately to the context in which you are studying. This applies to the placement experience in particular, but you should consider the suitability of what you wear in university for the activities being undertaken and the impression that you wish to make. On placement, you should follow the school dress code for staff; which can differ between on school and the next.

However, there are some basic rules of thumb. In general, you should aim to dress in 'smart business' attire. For men, this typically means smart trousers (not jeans) with a shirt and tie – trousers should meet your shoes and cover your underwear! For women, typically smart skirt/trousers and blouse (or dress). For both men and women, consider what happens to your clothing when you raise your arms, bend forward or crouch down – i.e. do they conceal what they should? There are obvious exceptions for teachers of some practical/creative subjects, such as dance and physical education. Also, in some subjects teachers (e.g. design and technology and science) are expected or required to wear appropriate personal protective equipment, such as safety spectacles, lab coats, etc.

Here are a few tips to summarise:

- Wear comfortable shoes, with a reasonably flat sole – you are going to be on your feet a lot, standing and moving around on different surfaces.

- Wear age-appropriate, well-fitting clothing – i.e. styles that you see teachers of your age wearing, and neither too tight nor too loose.

- Ensure that your clothing is well-laundered and maintained – i.e. clean and ironed, with all the fastening working.

- Be aware of a school's policy towards body adornments – i.e. jewellery, makeup, piercings, tattoos, etc.

Key contacts

Health and wellbeing of students is of the utmost concern to LJMU. We would encourage you to get in touch with the health and well being team if you have any concerns.

For help with any issues you are having at University that are affecting your wellbeing and/or your mental health Student Engagement Officers are in each faculty, please email studentengagement@ljmu.ac.uk to book a telephone appointment or call 0151 231 3664.

For general guidance visit the website: https://www.ljmu.ac.uk/discover/student-support/health-and-wellbeing

Teacher Education Key Contacts

Your programme is within the **Department of Teacher Education**, which is part of the **School of Education**, in the **Faculty of Arts, Professional and Social Studies**, at **Liverpool John Moores University**.

Dr. Camilla Cole is the Programme Leader for the secondary ITE programmes, and is line managed by **Jan Rowe** (Head of ITE) who is the Head of ITE programmes.

Dr. Cheryl Bolton *Director of the School of Education.* The Director is responsible for overall management and academic leadership of the School, which includes 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.

Contact Details

Room B105
C.L.Bolton@ljmu.ac.uk
015123 5391

School Contacts

Name	Role	Room	Extension	E-mail
Dr Cheryl Bolton	Director of the School of Education	new	5391	C.L.Bolton@ljmu.ac.uk
Jan Rowe	Head of Initial Teacher Education	new	5310	J.E.Rowe@ljmu.ac.uk
Dr. Camilla Cole	Head of Secondary Programmes	new	1825	C.J.Cole@ljmu.ac.uk
Ian Randles	Programme Administrator	new	5261	I.Randles@ljmu.ac.uk
Dr Andrea Mallaburn	Partnership Lead	new	5380	A.Mallaburn@ljmu.ac.uk
Karen Davies	Partnership Manager	new	5320	K.Davies@ljmu.ac.uk
Placement Office	Work-based Learning Unit	new	4620	ecl-wbl@ljmu.ac.uk

Note: contact details for the programme and module teams are available in Canvas

Modules

Your programme is divided into 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.
- 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:

Code	Title	Semester	Module Leader	Level 7 Credit	Status
7118SBEC	Becoming a Professional Teacher	All year	Pete Atherton	20 Credits	Option[2]
7218SREF	Reflecting on Teaching and Learning	1 & 2	Andrea Pratt	40 Credits	Core
7318SPLA	Planning and Assessing for Progress	2	Sue Walker	40 Credits	Core
7418SEVI	Evidencing Impact on Learners	2	Dr Gillian Peiser	20 Credits	Core
7518EDU	Education and Schooling	2	Dr Andrea Mallaburn	20 Credits	Option[3]

Further details about module content can be found on the individual Canvas for each module.

The module learning outcomes are:

7118SBEC	7218SREF	7318SPLA	7418SEVI
1. Demonstrate conceptual and procedural knowledge as outlined in professional standards, including conduct and the wider responsibilities	1. Analyse learning, teaching and assessment in the context of contemporary education	1. Critically analyse learning theory and pedagogy when planning effective sequences of learning	1. Critically reflect on the factors that impact on pupils' progress
2. Evaluate the impact of relevant and up-to-date subject knowledge, pedagogy and didactics on learning and progress	2. Evaluate the impact of pedagogic and didactic approaches in the appropriate subject(s) and phase(s) of education	2. Synthesise assessment and other data to inform planning and to evaluate progress	2. Analyse how schools identify and address barriers to learning and promote progress
3. Critically reflect on learning, teaching and assessment and the implications for early career professional development	3. Critically reflect on education theory, policy and practice in relation to the inclusive classroom	3. Evaluate the effectiveness of learning, teaching and assessment methods in relation to learners' individual needs	3. Critically select, apply and evaluate appropriate educational research methods considering ethical and contextual issues

Where a student teacher has failed a module assessment, the *main* Board of Examiners (July) can offer a referral task (submitted in early-August). Referrals will be considered by the referral Board of Examiners (late-August) – students who submit and pass referral/deferral tasks can graduate with their peers in November. Should a student fail to submit or pass their referral/deferral task(s), the referral Board of Examiners can offer alternative exit awards, as outlined in the programme specification, if they email the programme leader (from their LJMU account), in advance, indicating that the wish to (a) decline further opportunities to complete their target award and (b) accept an alternative exit award (subject to eligibility). Please note that *Becoming a Professional Teacher* (7118SBEC) must be passed in order to be recommended for QTS.

Note: Trainees who fail the Placement Experience in Phase 2 are offered a Referral Placement (see Placement website - www.itt-placement.com – and 7118SBEC Canvas). Student teachers who pass a Referral Placement progress as normal on the programme, and student teachers who do not may opt to transfer from the 7118SBEC Becoming a Professional Teacher module (linked to the recommendation for

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[2] Students enrol on the 7118SBEC (QTS module) module at the start of the programme
[3] A student who opt to pursue a non-QTS alternative exit award, transfer to the 7518EDU module from 7118SBEC – this normally happens during Phase 3.

QTS) to a non-QTS module, 7518SEDU Educating and School, with the opportunity to be awarded an alternative exit award (see above). The learning outcomes for 7518EDU are:

1. Critically analyse policy and research relating to education and schooling
2. Critically reflect on school experience and observations

Overview of summative assessments

Use the table below to check your assignment submissions, by module. See over the page for your assignments in chronological order for ease of reference.

7118SBEC Becoming a Professional Teacher		Date
Assignment AS1 Triangulation and files (pass/fail)	Submission	Between 6th - 24th June 2022 (Home School)
	Feedback	At the end of the meeting (face-to-face or via Zoom)
Assignment AS2 Career Entry and Development Profile (pass/fail)	Submission	09:00 Monday 27th June 2022 (7118SBEC Canvas)
	Feedback	During triangulation meeting (face-to-face or via Zoom)

7218SREF Reflecting on Teaching and Learning		Date
Assignment AS1 Critical Incident Analysis 1 (20% weighting)	Submission	20:00 Monday 8th November 2021 (Canvas)
	Feedback	16:00 Monday 29th November 2021 (Canvas)
Assignment AS2 Critical Incident Analysis 2 & 3 (80% weighting)	Submission	20:00 Monday 17th January 2022 (Canvas)
	Feedback	16:00 Monday 7th February 2022 (Canvas)

7318SPLA Planning and Assessing for Progress		Date
Assignment AS1 Report (100% weighting)	Submission	20:00 Monday 9th May 2022 (Canvas)
	Feedback	16:00 Monday 31st May 2022 (Canvas)

7418SEVI Evidencing Impact on Learners		Date
Assignment AS1a practitioner research exercise (20% weighting)	Submission	20:00 Monday 29th November 2021 (Canvas)
	Feedback	16:00 Monday 20th December 2021 (Canvas)
Assignment AS1b Assessed Presentation (80% weighting)	Submission	20:00 Sunday 6th March 2022 (Canvas)
	Presentation	09:00-16:00 Tuesday 7th March 2022 (face-to-face)
	Feedback	16:00 Monday 14th March 2022 (Canvas)

Refer to the relevant module information for the assignment guidance and assessment criteria for each submission, located in 'Module Information' section of each module in Canvas (https://canvas.ljmu.ac.uk/). Further advice and guidance will be provided in university sessions, and resources (including exemplars) that will also be available in Canvas.

Summative assignments in chronological order

Use this table to check your assignment submissions in chronological order. Refer to the table above for submissions by module. The relevant Module Guide and Canvas course explains each module and the assessment requirements in detail.

7218SREF Reflecting on Teaching and Learning		Date
Assignment AS1 Critical Incident Analysis 1 (20% weighting)	Submission	20:00 Monday 8th November 2021 (Canvas)
	Feedback	16:00 Monday 29th November 2021 (Canvas)

7418SEVI Evidencing Impact on Learners		Date
Assignment AS1a practitioner research exercise (20% weighting)	Submission	20:00 Monday 29th November 2021 (Canvas)
	Feedback	16:00 Monday 20th December 2021 (Canvas)

7218SREF Reflecting on Teaching and Learning		Date
Assignment AS2 Critical Incident Analysis 2 & 3 (80% weighting)	Submission	20:00 Monday 17th January 2022 (Canvas)
	Feedback	16:00 Monday 7th February 2022 (Canvas)

7418SEVI Evidencing Impact on Learners		Date
Assignment AS1b Assessed Presentation (80% weighting)	Submission	20:00 Sunday 6th March 2022 (Canvas)
	Presentation	09:00-16:00 Tuesday 7th March 2022 (face-to-face)
	Feedback	16:00 Monday 14th March 2022 (Canvas)

7318SPLA Planning and Assessing for Progress		Date
Assignment AS1 eport (100% weighting)	Submission	20:00 Monday 9th May 2022 (Canvas)
	Feedback	16:00 Monday 31st May 2022 (Canvas)

7118SBEC Becoming a Professional Teacher		Date
Assignment AS1 Triangulation and files (pass/fail)	Submission	Between 6th - 24th June 2022 (Home School)
	Feedback	At the end of the meeting (face-to-face or via Zoom)

7118SBEC Becoming a Professional Teacher		Date
Assignment AS2 Career Entry and Development Profile (pass/fail)	Submission	09:00 Monday 27th June 2022 (7118SBEC Canvas)
	Feedback	During triangulation meeting (face-to-face or via Zoom)

Refer to the relevant Canvas module for assignment guidance and criteria for each submission. Further advice and guidance will be provided in university sessions, and resources (including exemplars) will also be available in Canvas.

Submission of assignments

Unless indicated otherwise, all assignments are submitted electronically via the relevant Canvas course. Submissions are normally by 20:00 on a Monday (refer to the relevant Module Guide). The exceptions are:

- Becoming a Professional Teacher (7118SBEC) – both assignments are submitted and assessed on a different schedule to the other modules
- Evidencing Impact on Learners (7418SEVI) – AS1b is presented following submission, with two printed copies pf the slideshow with presenters notes handed to the assessor

Module assessment information and submission points are located in the relevant Canvas course 'Assignments' section.

Extensions

Student teachers are expected to plan and organise their time to complete and submit module assignments (formative tasks and summative assessments) on the scheduled date. This Programme Guide outlines the module assessments for your programme. Your Module Leader can offer an extension, requested 24 hours prior to the submission of assessments (at the very latest) with appropriate supporting evidence; and you are encouraged to do so earlier.

Technical issues (e.g. corrupted hard drive or USB flash drive, etc.) are not valid reasons for requesting an extension – students are advised to us their personal and secure storage area on the LJMU system for all assessments. Student teachers with an LJMU Individual Student Learning Plan (ISLP) for the current year of study should seek support and guidance (from the module team or central support services) prior to submission before requesting an extension. Student teachers without a valid ISLP should not request an extension based on an individual learning need. Please note that having an ISLP is not an automatic guarantee of an extension, and student teachers must seek appropriate support to ensure that they meet deadlines on this professional training programme. Student teachers should contact the Disability Advice Team at the beginning of their course to seek assessment, avoiding delays and to secure appropriate support – such as an ISLP.

Support with assignments

The Disability Advice Team is a central university service responsible for the co-ordination of support for current and prospective disabled students (including learning needs, such as dyslexia, etc.). The team provide advice and guidance to students on how to access the most appropriate study provisions. LJMU is committed to supporting students, and will make reasonable adjustments to allow students to concentrate on their academic studies and support their independence. You can make an appointment with an adviser by contacting the team directly:

Phone: 0151 231 3164 / 0151 231 3165
Email: disability@ljmu.ac.uk
Webpage: https://www.ljmu.ac.uk/discover/student-support/students-with-a-disability

The Academic Study Skills Team also offers a range of support for students with academic writing, including seminars, online guidance and one-to-one support. You can find out more at:
https://www.ljmu.ac.uk/microsites/library/skills-ljmu/academic-study-skills

Personal Circumstances

Should you miss a deadline or require an extension beyond 15 working days, or know in advance that you will be unable to meet a deadline, an application for Personal Circumstances (PC) can be made online. A PC application will normally require documentary evidence (e.g. Statement of Fitness to Work) and are normally submitted within 5 working days of a module assessment deadline. Read this Programme Guide and the

relevant module guide; and arrange a tutorial with your Programme Leader (Camilla Cole) to discuss whether PC is an appropriate option for you. Applications for PC are made through the My LJMU Portal, but you must discuss your intention to apply in advance with your Programme Leader.

Feedback deadlines

All assignments marked by the LJMU tutor team, with internally standardisation and moderation. Marking and feedback is also reviewed by our External Examiners. Feedback is normally through the Canvas module within 15 working days (i.e. excluding weekends and public holidays) – unless otherwise stated in the Module Guide. Please ensure that you read the feedback and annotated comments, as well as the grading rubric assessment and the final mark.

Referrals and Deferrals

The *main* Board of Examiners (in July) finalises marks, grades and qualifications, and offers referrals and/or deferrals where a module has either not been passed or submitted. Module Guides outline the referral tasks for each assessment. Referrals are offered to students who fail a module (i.e. <50%), and marks are capped at 50%. Deferrals are not capped at 50%, and are offered to trainees with successful EC application (see above).

Referrals/deferrals are submitted over the summer (early-August) and considered by the *referral* Board of Examiners (late August). Students with referrals are encouraged to:
- read and respond to feedback form the first submission
- read the guidance in the relevant Module Guide and Canvas course
- seek support and guidance from the Module Leader when preparing their submission

Standardisation, Marking and Moderation

The summative assessments for the modules below are marked against the appropriate assessment criteria as specified in this Programme Guide:
- Becoming a Professional Teacher (7118SBEC)
- Reflecting on Teaching and Learning (7218SREF)
- Planning and Assessing for Progress (7318SPLA)
- Evidencing Impact on Learners (7418SEVI)

In order quality assure and control the marking the standardisation and moderation process described in stages 1 to 4 (below). It is then confirmed and released following stages 5 to 9:

1. At the beginning of the marking cycle, a sample of assignments is identified by the Module Leader for the module team to standardise the marking, before tutors begin marking their caseloads.
2. A sample of 10 or 10% of the marked assignments (whichever is the greater), within the module, is second marked.
3. A selection of the second marked assignments (including all fails) is compared past and other module assessments.
4. Where there is a discrepancy of 5 marks, or more, between the first and second markers, the marks for the first marker are reviewed and moderated, where appropriate, by the Module Leader.

5. The marks are then released to the student teachers with the proviso that marks are subject to agreement by External Examiners and the Board of Examiners.
6. An External Examiner evaluates and comments on the accuracy of the marking.
7. The marks are confirmed and finalised at the main Board of Examiners (July)
8. Results notification (within a fortnight after the Board of Examiners), releases the formal Results

Statement and Transcript (via https://myresults.ljmu.ac.uk/).

9. Where a student teacher has failed a module, and there has been no academic misconduct, a referral task will be given for submission in late July (capped at 50%), and go to a referral Board of Examiners (August) – results notification for referrals/deferrals is normally in the last week of August.

Turnitin and plagiarism

"Academic Misconduct is deemed to cover all deliberate attempt(s) to gain an unfair advantage in assessments. This includes cheating, plagiarism, unauthorised collusion or any other deliberate attempt to gain an unfair advantage in summatively assessed work. Assessment includes all forms of written work (including in-class tests), e-assessments, presentations, demonstrations, viva voces, recognition of prior learning portfolios and all forms of examination."
(LJMU Student Handbook, p.33).

Turnitin is similarly checking application linked to Canvas assessment tool, which analyses submissions against a database of student assignments previously submitted, as well as similar text publicly available on the Internet. Plagiarism and collusion are taken seriously on the programme, and where tutor have reason to suspect academic misconduct they have a duty to investigate. Turnitin originality reports indicate similarity to other sources within the database, highlighting relevant sections with links to sources and percentage similarity.

Students can access the similarity report for their assignments, after submission to Canvas (up to the submission deadline). Unfounded allegations of plagiarism can be avoid through correct quoting, citing and referencing conventions. In addition, giving or receiving assignments with peers (or using assignments found online) must be avoided.

Refer to and use the LJMU Library Services' Introduction to Referencing and the Harvard Referencing guidance at https://www.ljmu.ac.uk/microsites/library/skills-ljmu/referencing-and-endnote. The LJMU Academic Misconduct Policy can be found at: https://www.ljmu.ac.uk/about-us/public-information/student-regulations/appeals-and-complaints

A video guide to Turnitin and Plagiarism Detection can be watched at: https://youtu.be/HJxH2S5Vql8. You can also read a post, download pdf and watch video guides, on Turnitin on the LJMU Learning Technology blog at: https://ltech.ljmu.ac.uk/index.php/student-help/assessment-tools-student/turnitin/. More advice and guidance on plagiarism can be found at http://www.plagiarism.org/

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.

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.

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.

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, which 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.

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 Wifi, 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 , email: 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.

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.

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.

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 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

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 career development as a graduate professional or entrepreneur.

Each LJMU School has a designated Careers Advisor – an experienced careers & employability professional who is up to speed on what graduates go on to do next, latest developments in key sectors & the graduate labour market more widely and how you can gain a headstart in your career of choice. Your Careers Adviser may appear in lectures and workshops as part of your course's delivery team.

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); opportunities for flexible, paid, part-time work through Unitemps at LJMU – our very own on-campus recruitment agency; an annual programme of webinars and employer events (https://careers.ljmu.ac.uk/); funded extracurricular internships; and one-to-one advice to accelerate your job search, CV and interview technique from our team of Employability Advisors.

Career Development and Employability Support Programme

Initial Teacher Education at LJMU involves successful completion of the 120-day Placement Experience in two education establishments (in a Home School and an Alternate Placement setting). For further information about the Placement Experience procedures at LJMU, go to the LJMU Placement website at www.itt-placement.com. In particular, you must read the Course Overview, which outlines the placement model, dated, Phase related expectations, etc., in Section B at http://www.itt-placement.com/pgce-secondary/programme-information.php

You can also find documentation and guidance for the school-based mentoring documentation at http://www.itt-placement.com/pgce-secondary/mentoring-for-progress.php and lesson planning at http://www.itt-placement.com/pgce-secondary/support-for-trainees.php

The successful completion of the Becoming a Professional Teacher (7118SBEC) module, outlined above and in the Module Guide, leads to recommendation for QTS. Student teachers should arrange to spend at least two days observing learning in primary key stage 2 lessons and one day in a post 16 setting, as an enhancement and enrichment. Enhancements are generally arranged, by you with support from school-based mentors, during either Phase 1 or in the 'Triangulation and Final Focus' period of Phase three, in the last three weeks on placement in June.

Get That Job Day and your First Teaching Post

Get That Job Day (GTJD) is an annual event and recruitment conference for ITE trainees, with seminars from senior leaders and specialists, a marketplace event with recruitment agencies, and showcase interviews in the afternoon to deconstruct and demystify the interview process for teaching posts. This is a popular event with trainees and will be in February this year.

Your Liaison Tutor will provided 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. On applications forms, you should put your tutor's name and use the central references email address: TPLREFS@ljmu.ac.uk – please ensure that you use this email address to avoid delays in processing your applications for teaching posts.

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

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

To find out about the support available for potential and actual student entrepreneurs, visit the Centre for Entrepreneurship at www.ljmu.ac.uk/startup, email startup@ljmu.ac.uk or call +44 (0) 151 231 3300.

Submitting coursework

All assignments are submitted online via the module Canvas, except for 7118SBEC that has a combination of face to face discussion of the Teachers' Standards (2011) and your progress in meeting them (AS1), and the submission of your Career Entry Development Profile (AS2 submitted on Canvas).

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: https://www.ljmu.ac.uk/academic-registry/student/registry-services/assessment-coursework-and-examination/problems-completing-your-assessment

Marking criteria

Marking/Assessment criteria are 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; 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.

Grading Criteria for Secondary Initial Teacher Education

Mark Range	AO1: Learning Outcomes (approx. 30% weighting)	AO2: Literature and Evidence (approx. 30% weighting)	AO3: Argument, Analysis and Synthesis (approx. 30% weighting)	AO4: Communication, Referencing and Presentation (approx. 10% weighting)
90-100 (Publishable)	Exemplary attainment of all learning outcomes	Offers an exhaustive exploration of the literature and evidence-base. Wide-ranging emphasis on knowledge and ideas that are at the forefront of the discipline.	The argument is highly sophisticated. Demonstrates an outstanding synthesis of varied theoretical positions in the analysis of key issues in the subject area.	The standard of communication is exemplary. No errors in the use of the Harvard referencing system. Sophisticated presentation and formatted in an appropriate academic style.
70-89 (Distinction)	Excellent attainment of all learning outcomes.	Extends beyond expected levels of engagement with the literature and evidence-base. There is an emphasis on knowledge and ideas that are at the forefront of the discipline.	The argument is persuasive and there are very perceptive elements. Demonstrates a thorough synthesis of varied theoretical positions in the analysis of key issues.	The standard of communication is sophisticated. Competent in the use of the Harvard referencing system. Sophisticated presentation and formatted in an appropriate academic style.
60-69 (Merit)	Good attainment of all learning outcomes.	Good consideration of the literature and evidence-base that develops from recommended readings. Good emphasis on knowledge and ideas that are at the forefront of the discipline.	The argument is persuasive. Demonstrates good synthesis of varied theoretical positions in the analysis of key issues.	The standard of communication is articulate. Consistent use of the Harvard referencing system. Well-presented and formatted in an appropriate academic style.
50-59 (Pass)	Adequate attainment of all learning outcomes.	Sufficient consideration of the literature and evidence-base, but little consideration beyond recommended readings. Some emphasis on knowledge and ideas that are at the forefront of the discipline.	The argument is straightforward and clear. Demonstrates a limited, but sufficient, synthesis of varied theoretical positions in the analysis of key issues.	The standard of communication is clear. The referencing is identifiable and consistent. Well-presented and organised in an appropriate academic style.
20-49 (Fail)	Approximately half the learning outcomes are met.	Minor consideration of the literature and evidence-base, but inadequate use of recommended reading and no exploration outside that. Little emphasis on knowledge and ideas that are at the forefront of the discipline.	The argument is poorly defined and defended. Demonstrates limited synthesis of varied theoretical positions in the analysis of key issues.	The standard of communication is inconsistent and there are errors in spelling, grammar and punctuation. Inconsistent use of the specified referencing system. Inconsistent use of conventions of academic presentation and organisation.
0-19 (Low Fail)	Does not meet any learning outcomes.	No engagement with the literature and evidence-base. No emphasis on knowledge and ideas that are at the forefront of the discipline.	The argument is incoherent. Demonstrates misunderstanding of varied theoretical positions in the analysis of key issues.	Standard of communication and structure is disorganised and confused, with extensive errors in spelling, grammar and punctuation. Referencing is missing or shows significant errors. Does not conform to conventions of academic presentation.

Note: The grading criteria for the summative assignment are based on the LJMU Level 7 Grading Criteria.

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.

Your First Submission

The first submission on the programme is for 7218SREF Reflecting on Teaching and Learning. This module has two summatively assessed components, the first of which being weighted at 20% of the module mark. This assignment is submitted in Semester 1 and enables trainees to accrue module marks without the module outcome being adversely affected should they fail. The marker's comments for 7218SREF Summative Assignment AS1 are design to provide formative feedback and feedforward to inform future submissions.

Advice on Responding to Feedback

You can access your feedback on the relevant Canvas course for each module, via the submission point in the 'Assignment' section (i.e. in the same place as where you submitted the assignment). We advise that trainees bear the following points in mind when reading and reflecting on feedback

"What does my feedback include?"

- The feedback is more important than the mark, and may be in two forms: (a) annotated comments within the body of the assignment, which may be linked to one of the Assessment Criteria; and (b) a general *feedback* comment indicating 'what went well' in the assignment and *feedforward* with 'even better if' targets/actions for future assignments.
- In addition to this, anomalies with spelling, punctuation and grammar may be highlighted, in yellow, on the first three pages to draw them to your attention.
- The overall mark will also indicate, highlighting the Rubric, the relevant mark band for each of the Assessment Criteria. The highlighted rubric will show where you have been award marks for each section.

"What if I do not appear to have a mark and/or feedback?"

- Contact the relevant Module Leader straight away – see the relevant Module Guide for contact details.

"What if I have failed the assignment?"

- The pass mark for Level 7 modules is 50%.
- Take time to read and reflect on your feedback <u>before</u> contacting the Module Leader.
- If you have a mark <u>below</u> 50%, you will be offered a Referral Task by the Board of Examiners (July) for submission in the summer. Refer to the relevant Module Guide for referral tasks and contact the Module Leader for advice on how to respond to your feedback.
- Academic support is available centrally through Study Support (look out for emails from Andrew Fox), and there will also be additional support sessions for ITE trainees.

"What if I disagree with my mark and feedback?"

- The programme team follows a standardisation process and the start of the feedback period and 10 or 10% (whichever is greater) assignments are second marked at the end of the process, with marks being moderated where appropriate. This process is outlined in the Module Guides, and above.
- All fails are second marked and our External Examiners are asked to comment on the accuracy of marking and feedback, before the Board of Examiners. Note that marks are not finalised until the Board.
- As such, the assessment process may be challenged, but not the mark; and the Module Leader will confirm that procedures have been followed.

"What can I do to improve my performance in future assignments?

- Read and reflect on your feedback.
- Read the Module Guide and assignment guidance, including the Level 7 grading criteria (especially in the band that you want to be scoring in).
- Be strategic: you need to pass all your modules to pass the course, so balance your time and effort between teaching and academic commitments. Whilst it is nice to get high marks, your qualification is the worth the same to employers, whether you average 51% or 85% across your modules!

When reading your feedback, be mindful that there is often a tendency for learners (including ourselves as teachers) to go straight to the mark, and only read the comments and targets if we 'don't like' or agree with the mark. As a trainee teacher, it is helpful to remember this and to engage with (and respond to) feedback, irrespective of your overall mark. Be open to constructive criticism and read for understanding, to learn and make progress.

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

- Andy Davies (a.j.davies@brighton.ac.uk), University of Brighton;
- Suzanne Lawson (s.lawson@worc.ac.uk), University of Worcester;

The External Examiners on the secondary programmes work across the subject specialisms and are asked to comment on assessments for one or more of the programme modules. They also make school visits (typically in May) to observe a sample of student teachers (teaching or triangulation) in order to give feedback on the placement experience, grading, etc.

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 Postgraduate Academic Framework Regulations, section PG.C4.3 and PG.C4.4 for further details. www.ljmu.ac.uk/~/media/sample-sharepoint-libraries/policy-documents/247.pdf.

Classification of award

Award marks determine the classification of the award as follows:

- Distinction – overall mark of 70% or above

- Merit – overall mark between 60 and 69%
- Pass – overall mark between 50 and 59%

For further information, the Postgraduate Academic Framework Regulations are available at www.ljmu.ac.uk/~/media/sample-sharepoint-libraries/policy-documents/247.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.

If you have not achieved the full amount of credits for your award at the first attempt, you will be allowed a referral in the modules you have failed.

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 Postgraduate Academic Framework Regulations, section PG.C7.14 (and PG.C5.5.8) for further details. www.ljmu.ac.uk/~/media/sample-sharepoint-libraries/policy-documents/247.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 or complete the programme. 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 PG.C7.13). The maximum mark obtainable from a referral, ESR or FMA is 50%, 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.

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 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**, which will be within two weeks of 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.

Details of referrals and deferrals will be available on each module Canvas in the summer term.

Generally, only the Referral/Deferral Board of Examiners can offer alternative exit awards (see above), after a referral/deferral opportunity has been offered – in order to be awarded the target award. Where a student teacher wishes to accept an alternative exit award (see above) meeting the programme rules in the programme specification (i.e. achieving sufficient Level 7 credits in appropriate modules), they may be considered by the July Board of Examiners. In these circumstances, a formal letter must be sent to the Programme Leader, one week prior to the Board of Examiners (July), clearly stating the wish to accept an alternative exit award in July – this must be discussed with the Programme Leader prior to submitting this letter, to ensure that the trainee is entitled to an alternate exit award with the credit achieved.

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*

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 invited to attend an Academic Misconduct Panel. John Moores Students Union: 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.

 The Penalty Tariff is contained within the University's Academic Misconduct Policy (https://www.ljmu.ac.uk/about-us/public-information/student-regulations/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 information when the surveys are running will be available across the University and via your LJMU email account.

Student representation and getting involved

LJMU aims to make every one of our courses as good as it can possibly be, and for that we need students' help. Every year, each programme elects Course Reps; fellow students who represent the views of their course mates to academic staff and the University. 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.

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/.

Course Reps are appointed from the Secondary Programme cohort to represent their peers. There are three Boards of Study at strategic dates, which will be attended by the Course Reps, Programme Staff, the Programme Administrator and, where appropriate, representatives from Partnership Schools. The provisional dates for this academic year are:

Autumn: Thursday 4th November

Spring: Thursday 3rd February
Summer: Thursday 26th May

Board of Studies meetings are normally held after the timetabled sessions in weeks when most student teachers are on campus for university based training. Course Reps are appointed to represent the interests of the cohort as a whole, and are asked to be objective and consider the wider implications and factors that affect the trainee/student experience. The purpose if the Board of Studies on the Secondary Programme is to gather feedback from trainees and staff in order to constructively develop the programme, both within the year of study and for future cohorts.

Course Reps are expected to liaise with peers in their groups to identify what is going well and areas for development or further improvement. A summary of the points which are to be raised at the Board of Studies should be submitted to the Programme Leader, by email, 24 hours in advance of Board of Studies. Therefore Course Reps should gather information and feedback from their peers in the preceding week, so that staff team have adequate time to respond to comments and gather information prior to the meeting.

Results of previous student feedback

Previous Board of Studies have led to revision of timing of sessions for online support, the timing of assignment submission for responding to feed forward and more developed communication strategies with Partnership Schools.

Appendix – Programme Specification

Your programme specification can be found here....

7118SBEC Canvas