



LIVERPOOL  
JOHN MOORES  
UNIVERSITY

# Programme Guide

2021/22



**Sustainability and Behaviour Change**

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## Welcome



## Welcome to Liverpool John Moores University

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

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

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

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

# Welcome from Partner/Link Tutor

## The Centre for Alternative Technology

The Graduate School of the Environment (GSE) at the Centre for Alternative Technology (CAT) welcomes you to the programme. We hope that you find your studies here to be of the highest value.



Thank you for choosing to study with CAT.

The Centre's unique role in demonstrating and teaching practical solutions to environmental change has never been more important or urgent. At a time when society is finally beginning to wake up to the interdependencies and challenges presented by climate change, biodiversity loss, and inequality, your programme of study will help you to understand the scope and magnitude of the problems we face and furnish you with the knowledge you need to address them.

Research has shown that the technologies needed to mitigate and adapt to climate change, to feed the world, and to maintain healthy ecosystems already exist. We know most of the answers we need but there is a chasm between the declared targets of governments and the actions needed to achieve real, positive results.

As you progress through your studies, you will learn the essential contexts and science that will enable you to achieve a deep understanding of the problems and responses to environmental change. Over many years, we have developed holistic, practical and evidence-based solutions that will empower you to change society for the better. The Centre for Alternative Technology has a long tradition of teaching sustainability in an enriching, participative and solutions-focused way.

For over 45 years, people have gained experience and understanding at CAT and gone on to use this knowledge to change their workplaces, communities and personal lives. We want you to have a fulfilling and enriching time here at CAT. Your studies and experiences can equip you with the skills, knowledge and insights to play your own role in creating a sustainable society.

# Introduction to the Centre for Alternative Technology



Centre for Alternative Technology  
Canolfan y Dechnoleg Amgen

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## GRADUATE SCHOOL OF THE ENVIRONMENT

The Centre for Alternative Technology (CAT) is an environmental charity and visitor centre demonstrating practical solutions for sustainability. The Centre was set up in 1973 after a search for a suitable site by Gerard Morgan-Grenville, who had travelled Britain and America in search of answers to what was seen as a major, looming but barely-noticed environmental crisis. Important books such as *Silent Spring* (Carson, 1962), *Limits to Growth* (Meadows et al., 1972), *Small Is Beautiful* (Schumacher, 1973) and *Blueprint For Survival* (*The Ecologist*, 1972) had started to ask questions and change opinion about the long-term viability of our economic, energy, political and environmental future. In establishing CAT, Morgan-Grenville hoped to show the world that there were different ways to have a satisfying and healthy life that would not degrade the environment or the ability of society to survive into the future.

The Centre was an instant success, attracting academics and alternative thinkers from the start, and it was opened to the public in 1974 at least partly because visitors turned up anyway! Since then, CAT's activities have covered all aspects of green living: sustainable architecture and environmental building, eco-sanitation, woodland management, sustainable energy, transformative adaptation, green teaching and organic growing. From the earliest days, we have showcased to industry and government ideas for sustainability, such as our *Alternative Energy Strategy for the UK* published in 1978 and our latest *Zero Carbon Britain* report (<https://cat.org.uk/info-resources/zero-carbon-britain/research-reports/zero-carbon-britain-rising-to-the-climate-emergency/>), and we have been teaching sustainability for forty-seven years.

Today, CAT leads the field of environmentally sustainable education by creating post-graduate level courses that empower our graduates to make tangible changes in society. Degrees at CAT continue to attract praise from academics, authorities and students alike.

The CAT site remains a unique and valuable practical demonstration centre showing a range of sustainable solutions in theory and practice, such as the innovative and award-winning WISE Building that uses sustainable materials and techniques in design, construction and use (e.g. of rammed-earth walls, and hemp & binder as a building material). CAT has extensive organic gardens, several different habitat types on the site including woodlands, field and ponds, and technologies such as installed renewables systems including photovoltaic and thermal solar, a micro-grid and a community heat main, several hydro-electric systems, heat pumps, biomass heaters and boilers, and several small to medium sized wind turbines. We are self-sufficient in water, and treat our water to potable standards, clean it after use using natural technologies in constructed wetlands, feature low flush and waterless (composting) systems, and in the summer, can bring you up to the site on a water-balanced funicular railway.

As well as the Graduate School, day-to-day activities include:

- An educational visitor centre which is open 7 days a week, with 7 acres of interactive displays, an eco-shop, including mail-order service, and a vegetarian café;

- A free information service, answering enquiries on aspects of sustainable living;

Residential and one-day courses for the general public, as well as more specialised courses for builders, engineers, electricians and plumbers;

Provision of curriculum-based education to visiting schools, colleges and universities, including residential education trips for schools and colleges in the unique Eco-Cabins, and educational outreach work, including teacher training and school visits;

Having a growing network of supporting members who receive CAT's quarterly magazine *Clean Slate* and an invitation to an annual conference, as well as running a successful volunteer programme for those that want to gain hands-on experience.

This Master's programme is owned and managed by CAT and the programme content and academic standards are monitored and controlled by Liverpool John Moores University (LJMU). Graduates of the MSc and other awards will receive a degree certificate that will include the names of both Liverpool John Moores University and The Centre for Alternative Technology.

## Introduction to your programme

*We are very pleased you have enrolled on the MSc Sustainable Behaviour Change (MSc SBC) and look forward to welcoming you for your first module. At CAT, you will benefit from our exceptional capabilities in the various fields of sustainability. We employ our own expert teaching staff and attract external lecturers and practitioners at the top of their fields to teach on our degrees.*

*When at CAT, now the lockdown seems at last to be nearing its end, you will be immersed in sustainability technologies and engaged in day-to-day sustainability practice hand-in-hand with academic learning. It is an immersive and fertile experience to meet and talk with many people from different backgrounds and life experiences all addressing the same concerns in a convivial atmosphere.*

*The CAT experience will enable you to engage with learning as well as take part in extra-curricular CAT activities such as writing blogs and articles for the web pages and our magazine *Clean Slate*, representing CAT at external events, feeding into the development of new programmes, and sharing your sustainability learning and real-world experiences as part of peer-learning, and even working on the CAT site.*

*As a CAT graduate, you will have command of the knowledge, understanding and experience needed to go out and change the world to bring about sustainability, be it through work in your community, political and economic change or management of natural resources, and you will have access to existing and past students through the large network that makes up the CAT family.*



The image shows two handwritten signatures in blue ink. The first signature on the left is 'Jane Fisher' and the second signature on the right is 'Ruth Stevenson'. A horizontal line is drawn below the signatures.

Dr Jane Fisher, Programme Leader and Dr Ruth Stevenson, Subject Lead.

# What you need to know about your programme

We are living in unique times and around us we are witnessing rapid change, from climate change to COVID, to ecological collapse to rising social justice movements, and it is happening now. Since it will be impossible for human cultures and infrastructure to adapt with sufficient rapidity to prevent widespread and destructive environmental changes that will continue for centuries or millennia, it is essential that society adopts ways to mitigate the causes of environmental change alongside adaptation initiatives. The *MSc Sustainable Behaviour Change* programme helps answer the need for human-scale solutions to current global problems. It incorporates knowledge, contextual understanding and practical experience in sustainability theory as well as new ideas to overcome barriers to change in society, from individual to governmental scale, so we can usher in a more competent era of environmental sustainability.

The programme is holistic in its approach to sustainability in environmental change, the reasons for it, the solutions to it and the means by which these may be adopted. Modules take a systemic view of sustainability and adaptation that integrates technical knowledge, ecological understanding and what drives decision-making in society, policy and economics.

The course will cover theories of behaviour change and communicating change, future challenges in health, food, energy, biodiversity, land-use and carbon management, including in the context of *Zero Carbon Britain*.

The Sustainable Behaviour Change programme sits within a suite of other Master's level programmes examining aspects of Sustainability and Adaptation and thus shares some common modules. We will be seeking students to act as student representatives from across all of the programmes, and those representatives will act as a conduit of student views on official academic panels (see 'Student feedback and getting involved').

Students will be able to develop skills in project planning and evaluation, technical knowledge and data analysis, debating, group work, co creation, research and presentation skills, extending to a specialism according to student choice. Teaching activities are characterised by a good proportion of small group teaching, practical activities and interactive sessions such as seminars.

The focus on applied skills to support theory enables a deep understanding, and forms a particular focus of the Communicating Transformational Social Change, the Sustainable Materials in the Built Environment and in the Applied and Work-based Project modules.

The MSc programme culminates in the dissertation module, which students can begin after attending all of the taught modules. The dissertation enables students to be independent, self-led learners, who can develop and carry out their own original research.

Subjects include-

- Concepts of environmental change;
- Communicating social change
- Cities and communities
- Diets and health;
- Energy provision issues;
- Environmental politics and economics;

- Food markets, culture, agriculture and sustainability;
- Future scenario planning;
- Natural materials in construction and use;
- Theoretical approaches to social change
- Transformational adaptation (vulnerability, risk, resilience and adaptive capacity);

Please see <https://gse.cat.org.uk/index.php/programme-specifications> for the Programme specification and separate module specifications.

The programme can be studied on-site at CAT or at distance. We offer 'blended learning', which means that each module is offered on site and at distance, and all students, regardless of whether they choose to attend onsite or learn from distance, are supported through the virtual learning environment, *Canvas*, which is accessed online.

You will be allocated a personal tutor and this person will be the first point of contact for academic queries. During the introductory module in September and November, your personal tutor will also encourage you to submit drafts of your work for formative feedback prior to submission. Your personal tutor will also arrange tutorials over the year, including one-to-one personal development planning tutorials twice a year.

In addition, you will have access to the Student Support Officers (SSOs), who can assist you in arranging module choices, submitting work and other non-academic queries. Other support staff are available including our Chaplain (Frances Hill).

The programme will be taught by the members of staff listed in Table 1, which summarises each person's areas of specialism and in which modules these specialisms are used as part of the curriculum.

**Table 1.** Academic staff, area of expertise, and modules on which they use that expertise.

Academic staff member	Area of expertise	Modules in which expertise is most used
Dr Tom Barker	Biology, ecology especially freshwater and restoration ecology, ecosystem services and functions.	7501CATSCI, 7503CATSCI, 7506CATSCI, 7510CATSCI, 7513CATSCI, 7514CATSCI.
Tim Coleridge	Architecture, energy flows in buildings, building performance evaluation and assessment (including post-occupancy evaluation), environmental impacts of buildings and construction, design for deconstruction (DFD), low-impact and bio-based building materials, retrofit, vernacular and listed buildings.	7501CATSCI, 7504CATSCI, 7507CATSCI.
Dr Ivor Davies	Wood science and technology, green building, performance-based design, building envelopes, product development and testing, building failure investigation, sustainable forestry, science communication and art-science communication	7501CATSCI. 7507CATSCI
Dr Jane Fisher	Environmental science, geography, ecology, encompassing water quality, soils, vegetation, weather and climate. Specialist knowledge of freshwater ecology. Expert in Higher Education pedagogy.	7501CATSCI, 7503CATSCI

Bryce Gilroy-Scott	Sustainable architecture design and construction; Dynamic building simulation; Natural building materials; Renewable energy technologies engineering and policy; Sustainable community masterplanning; Ecological footprinting.	7501CATSCI, 7504CATSCI, 7507CATSCI.
Louise Halestrap	Flooding, water, waste, composting, sewage, organics / growing, materials, retrofitting, green roofs, post occupancy evaluation, Permaculture.	7501CATSCI, 7504CATSCI, 7506CATSCI.
Dr Frances Hill	Physics-related, including energy in buildings, solar hot water, refrigeration, post-occupancy evaluation, energy capture and storage.	7501CATSCI, 7505CATSCI, 75011CATSCI
Dr John Leah	Health, wellbeing and environment; public health and sustainability, education for sustainable development, nature connection, pedagogic research. Qualitative methodologies and methods including social constructionism, grounded theory, phenomenology, interviews, focus groups, walking interviews	7501CATSCI, 7503CATSCI, 7504CATSCI.
Dr Scott Leatham	Environmental citizenship and identity; discourses of the environment; political ecology; multi-scale governance of nature / resources; environmental politics and policy; environmental justice; food systems; green theory; commodities and commodification; post-growth / Degrowth futures & transitions.  Methodologies and methods: Discourse analysis; interviews; policy analysis; systematic literature reviews; Q methodology; praxis / action research; critical methodologies; interpretive approaches	7501CATSCI, 7502CATSCI, 7503CATSCI.
Dr Alan Owen	A chartered mechanical engineer. Hydrodynamics of subsea structures, renewable energy engineering (all technologies) and appropriate technology for sustainable development in remote communities.	7501CATSCI, 7504CATSCI, 7505CATSCI
Dr Saskia Pagella	Natural resource management, food security, production and healthy diets.  Education for the future, science-into-policy and science communication	7501CATSCI, 7503CATSCI.
Dr Ruth Stevenson	Governance models for resilience, discourses of the environment, social and environmental impacts of energy generation & planning policy, community energy, Permaculture, behaviour change, skills needs, nexus and systems challenges.	7501CATSCI, 7504CATSCI, 7505CATSCI, 7512CATSCI, 7515CATSCI.
Rebecca Upton	Pedagogic research, non-formal learning, sustainability, education for sustainability, transformational learning and transformational change, systems thinking and systems change, behaviour change, environmental psychology, connection to nature, pro-environmental behaviours, business analytics, interpreting narratives and stories	7501CATSCI, 7512CATSCI, 7515CATSCI.

### Work-related learning

Throughout the course you will have the opportunity to gain transferable work-related skills, such as giving presentations or posters (7504CATSCI, 7505CATSCI), analysing quantitative and qualitative data (7508CATSCI, 7509CATSCI, 7511CATSCI or 7500CATSCI) and report writing (7501CATSCI, 7508CATSCI or 7509CATSCI). In addition, the applied project module (7508CATSCI) develops work skills

around a real-world scenario. As an alternative to the applied project, students can opt to take the Work-based Project (7509CATSCI) which focuses on learning within a work place relevant to the subject sustainability and behaviour change.

### How will the programme be taught?

All students start the programme by undertaking the two-part, 30-credit core module: Part 1 in September and Part 2 in November of the same year. Thereafter full-time students would be expected to complete a further six taught modules within a year. Part-time students would normally be expected to complete a further two modules in their first academic year and the remaining four modules from the core or optional modules available in their second academic year (see Table 2 for a list of modules available). In both scenarios, the Dissertation Module will follow the taught modules for students aiming for the full Masters degree.

Modules are delivered each month and last for 8 weeks. The starting month for each module is indicated in Table 2. Each eight-week module is divided into activities (Table 3), beginning with a one-week residential module for those able to study onsite, and a reading week of preparatory material for the distance learners. Students then gain access to the teaching materials, including recorded lectures, audio files, Powerpoint slides and supporting material in the weeks following the on-site teaching.

**Table 2.** Programme structure showing modules, credits and whether core or optional. All codes end with ‘CATSCI’.

Module	Module code	Level	Semester (1 or 2) & Timing	Credits	Core/option
Sustainability and Adaption: concepts & planning	7501	7	1 (September + November)	30	Core
Buildings and People	7511	7	1 (October)	15	Option
Environmental Politics and Economics	7502	7	1 (December)	15	Core
Theoretical Approaches to Transformational Social Change	7512	7	1 (January)	15	Core
Food Production and Consumption	7503	7	1 (January)	15	Option
Cities and Communities	7504	7	1 (February)	15	Option
Energy Provision	7505	7	1 (March)	15	Option
Communicating Transformational Social Change	7515	7	1 (April)	15	Core

Sustainable Materials in the Built Environment	7507	7	2 (May)	15	Option
Applied Project *	7508	7	2 (June)	15	Option
Work-based Project *	7509	7	2 (June)	15	Option
Dissertation	7500	7	1 (September start) or 2 (February start)	60	Core

\* these modules are alternative options and cannot both be taken.

The intensive teaching block associated with each module, followed by periods to allow students to study, complete assessed work and interact with their tutors on a flexible basis, is designed to accommodate those students with some part-time employment or caring responsibilities.

**Table 3.** Sequence of activities for a typical eight-week module.

Week	Typical Activities	Activities taking place over the whole module period
0	Release of written and other learning resources on the VLE at the start of the module	On-line discussion boards
1-2	Onsite teaching; OR Reading week for distance learners	Individual or group tutorials by Teams or telephone
3-4	On-line seminars and tutorials may be extended to module weeks three and four over a range of times and days of the week	Practical exercises
5-8	The remaining period, weeks five to eight, is for student-led learning with additional tutor support	Further support as required
8	Coursework submission deadline is 8 weeks from the start of the module unless otherwise notified – refer to Module Guide and submission schedules in Section 5 of Student Handbook	

The dissertation module, a timetable for which is given in Table 4, starts on either the 1st September (Route 1) or 1st February (Route 2) and students can choose when to begin their dissertation. Dissertation project design, research skills and planning are taught via the Research Methods workshops which run in May or October. Before being allowed to begin a dissertation, students must submit a Research Design Proposal (RDP) which is formatively assessed and feedback given to indicate whether the student may begin. The RDP briefly explains justification, methods, intended analyses and assesses risk and ethical considerations which are then reviewed by relevant committees. Prior to commencement, each student is allocated a subject-relevant dissertation supervisor, and marking of the RDP follows a 'traffic light' system, where amber means referral for detailed discussion between the student and assigned supervisor and red means that the study cannot proceed until a new RDP is submitted and approved.

Route 1 is expected to be the normal progression for most students, i.e. full-time students start the programme in September and begin the dissertation-supervised period the following September. Part-time students start the dissertation supervision period in September two years after starting the programme. The Route 2 option is provided for students who may require flexibility as a result of intermitting or changing from full-time to part-time study modes.

**Table 4.** Outline timetable for dissertation module.

<b>Dissertation Module Key Events</b>	Route 1) Timetable for Dissertation Supervision Starting in September	Route 2) Timetable for Dissertation Supervision Starting in February
Research Methods Workshops	May 2022	October 2022
Research Design Proposal (RDP) submission deadline	June 2022	December 2022
Feedback on Research Design Proposal	July 2022	January 2023
Next opportunity to submit RDP (if required)	December 2022	June 2023 (and switch to route 1)
Dissertation Supervisor appointed	August 2022	January 2023
Dissertation supervision begins	1 <sup>st</sup> September 2022	1 <sup>st</sup> February 2023
Students submit dissertation	31 <sup>st</sup> January 2023 12 noon unless on the Part-time Dissertation*	30 <sup>th</sup> June 2023 12 noon
Dissertation mark and feedback released (after <i>assessment board</i> )	June 2023	October 2023
Dissertation resubmission (if required)	31 <sup>st</sup> July 2023 12 noon	30 <sup>th</sup> November 2023 12 noon
Dissertation resubmission mark and feedback released (after <i>assessment board</i> )	October 2023	January 2024

\*A part-time dissertation period is available as an option for students who have completed at least 60 of their taught module credits as a part-time student. Please see the Dissertation (7500CATSCI) module handbook for details.

Students may change from full-time to part-time mode as long as they give two months notice to the Student Support Officers. This is consistent with our Fees Terms and Conditions (<https://gse.cat.org.uk/index.php/about-us/policies-and-information/category/7-fees-terms-and-conditions>), which stipulates a module by module fee, with a minimum of one months' notice for any change to module choices. Exceptions to this rule are provided for via a 'Sudden and Severe Change in Circumstances' policy whereby students may apply to change mode or modules suddenly when things go wrong in their lives.

#### How the programme will be assessed

Your work will be assessed via coursework submitted for each module. Which actual assessments you do will depend on which optional modules you choose, as well as your core modules (Table 5). All course work is submitted via Canvas (further details about Canvas can be found below).

**Table 5.** Assessment methods on each module.

Module title	Assessment type	Weighting (per module)
Sustainability and Adaption: concepts & planning (CORE)	1. Critique review 2. Adaptation report	50% 50%
Buildings and People (OPTION)	1. Essay 2. Numerical analysis	67% 33%
Environmental Politics and Economics (CORE)	1. Essay 2. Written Debate	60% 40%

Theories of Transformational Social Change (CORE)	1. Essay 2. Case study	70% 30%
Food Production and Consumption (OPTION)	1. Case study 2. <i>New Scientist</i> style article	80% 20%
Cities and Communities (OPTION)	1. Essay 2. Presentation	80% 20%
Energy Provision (OPTION)	1. Essay 2. Presentation	67% 33%
Communicating Transformational Social Change (CORE)	1. Behaviour change intervention communication	100%
Sustainable Materials in the Built Environment (OPTION)	1. Essay 2. Poster	80% 20%
Applied project (OPTION)*	Report	100%
Work-based project (OPTION)*	Report	100%
Dissertation (CORE)	1. Research Design Proposal 2. Dissertation	10% 90%

\* these are alternative options and cannot both be taken.

## Using technology to enhance your learning

Canvas is the University's Virtual Learning Environment (VLE). It offers easy access to learning materials, live lectures and assessment activities for each of the modules you study. In most cases, you will submit assignments via Canvas. The process is simple with clear instructions provided. You will receive an on-screen notification of successful submission. Tutors will use announcements in Canvas to keep you updated about developments in your module. You can choose where these notifications are sent: email, phone or Twitter account. Canvas is fully mobile-compatible. You can download the **Canvas App** from your normal App store.

We will also be using Microsoft Teams to deliver teaching and learning. Information on how we use this will be sent separately via the information document 'GSE Information & Guidelines' along with your CAT email address.

If you need help with using Canvas, a range of online help resources, including written guides and videos are available via the Canvas Student Community <https://community.canvaslms.com/community/answers/guides>.

In Canvas you will find each of your modules (called 'courses' in Canvas). Within each of these you will find essential module information and 'Assignments' where you can upload your assessed material. There will also be links to lecture notes, seminars, Panopto videos, information on practicals, and additional resources which will be held on Microsoft Teams.

We will also use Microsoft Teams to run online teaching sessions and host discussions and tutorials. Please ensure that you check your module's Canvas page and 'Team' regularly whilst studying a module.

## Accessing your LJMU account

In order to access your LJMU email account and webpages on the LJMU intranet, you will need your LJMU Username and Password.

Please be aware that the password expires every 60 days. However, as long as you can remember your old password, even though it has expired, you can update it at <https://myaccount.ljmu.ac.uk/>

## Timetabling and attendance

The more effort you put in, the more you will get out of being on your programme. 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.

Attendance onsite and to distance learning teaching sessions is monitored and issues with attendance will be followed up by your personal tutor.

Timetables for each module will be made available in Canvas (see under courses) for both onsite and distance learning. Table 2 summarises when each module begins, before running for 8 weeks, and Table 3 summarises when teaching periods, on-line seminars, periods for self-led learning, and working on your assessment materials will typically fall for each module 8 week period.

## Your Personal Tutor

You will be assigned a Personal Tutor during the first core module. Their role is to be available to help you direct your academic development as you progress through your studies. They will also help you find appropriate support should issues arise that affect 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, but you may of course contact them as and when needed. It is recommended that if you would like to arrange a one-to-one meeting that you email your tutor to arrange a mutually convenient time to either talk online or face to face during a module onsite. Please note that many academic staff work part-time and therefore there may be a delay in responding but they will endeavour to respond within 5 working days

Your personal tutor will be either...

NAME	EMAIL and Teams contact
Tom Barker	<a href="mailto:tom.barker@cat.org.uk">tom.barker@cat.org.uk</a>
Tim Coleridge	<a href="mailto:tim.coleridge@cat.org.uk">tim.coleridge@cat.org.uk</a>
Ivor Davies	<a href="mailto:ivor.davies@cat.org.uk">ivor.davies@cat.org.uk</a>
Jane Fisher	<a href="mailto:jane.fisher@cat.org.uk">jane.fisher@cat.org.uk</a>
Bryce Gilroy-Scott	<a href="mailto:bryce.scott@cat.org.uk">bryce.scott@cat.org.uk</a>
Frances Hill	<a href="mailto:frances.hill@cat.org.uk">frances.hill@cat.org.uk</a>
Louise Halestrap	<a href="mailto:louise.halestrap@cat.org.uk">louise.halestrap@cat.org.uk</a>
John Leah	<a href="mailto:john.leah@cat.org.uk">john.leah@cat.org.uk</a>
Scott Leatham	<a href="mailto:scott.leatham@cat.org.uk">scott.leatham@cat.org.uk</a>
Alan Owen	<a href="mailto:alan.owen@cat.org.uk">alan.owen@cat.org.uk</a>

Saskia Pagella

[saskia.pagella@cat.org.uk](mailto:saskia.pagella@cat.org.uk)

Ruth Stevenson

[ruth.stevenson@cat.org.uk](mailto:ruth.stevenson@cat.org.uk)

Rebecca Upton

[rebecca.upton@cat.org.uk](mailto:rebecca.upton@cat.org.uk)

## 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.

Your tutor will arrange two personal-development planning tutorials with you per academic year, one in January and one in June or July to discuss your academic progress, your plans for the future, relevant extra-curricular learning and experience, and how you can develop as a learner. It is up to you to make sure that you attend these sessions, which can be held over Teams. Please also see the sections on opportunities for developing work-related skills through your modules (page 10 and 11).

## Key contacts

The link tutor at LJMU is Dr Sarah Dalrymple, email [S.E.Dalrymple@ljamu.ac.uk](mailto:S.E.Dalrymple@ljamu.ac.uk).

Please contact your personal tutor in the first instance for general academic queries or issues you might be having. They will refer you to the best person to contact if they cannot help. You can expect a response within 5 working days.

Please contact the Programme Leader, Dr Jane Fisher, email [jane.fisher@cat.org.uk](mailto:jane.fisher@cat.org.uk), in the first instance for queries regarding the MSc Sustainable Food and Natural Resources Programme. You can expect a response within 5 working days.

Please contact the Student Support Office's email [student.support@cat.org.uk](mailto:student.support@cat.org.uk) for queries regarding your module choices, marks and payments (SSOs cannot take payments). You can expect a response within 5 working days.

**Table 6.** Name and contact details of academic and support staff.

Staff member	Role and responsibilities	Contact information
Alice Leonard	Student Finance Officer.	<a href="mailto:student.finance@cat.org.uk">student.finance@cat.org.uk</a>
Dr Tom Barker	Module leader for ecology modules, Senior Lecturer.	<a href="mailto:tom.barker@cat.org.uk">tom.barker@cat.org.uk</a>
Tim Coleridge	Programme Leader for MSc Sustainability and Adaptation, MSc Sustainability and Adaptation in the Built Environment, MSc Sustainability and Adaptation Planning and MSc Green Building. Module Leader, Senior Lecturer.	<a href="mailto:tim.coleridge@cat.org.uk">tim.coleridge@cat.org.uk</a>
Dr Jane Fisher	Programme Leader for MSc Sustainability and Ecology, MSc Sustainable Food and Natural Resources, and MSc Sustainability and Behaviour Change. Module Leader of ecology modules, dissertation module and Senior Lecturer.	<a href="mailto:jane.fisher@cat.org.uk">jane.fisher@cat.org.uk</a>
Diana Gall	Student and Programme Support Officer	<a href="mailto:student.support@cat.org.uk">student.support@cat.org.uk</a>
Bryce Gilroy-Scott	Lecturer on modules, especially energy related topics.	<a href="mailto:bryce.scott@cat.org.uk">bryce.scott@cat.org.uk</a>
Amy Grandvoinet	Student and Programme Support Officer	<a href="mailto:student.support@cat.org.uk">student.support@cat.org.uk</a>
Louise Halestrap	Module Leader, Senior Lecturer, experienced in Special Educational Needs.	<a href="mailto:louise.halestrap@cat.org.uk">louise.halestrap@cat.org.uk</a>
Dr Frances Hill	Module Leader of CAT energy specialist modules, Senior Lecturer, Chaplin.	<a href="mailto:frances.hill@cat.org.uk">frances.hill@cat.org.uk</a>
Dr John Leah	Senior Lecturer. Specialist in health, well-being. Module leader of Cities and Communities and Dissertation module	<a href="mailto:siobhan.maderson@cat.org.uk">siobhan.maderson@cat.org.uk</a>
Dr Scott Leatham	Senior Lecture. Specialist in political ecology	<a href="mailto:scott.leatham@cat.org.uk">scott.leatham@cat.org.uk</a>
Dr Alan Owen	Senior lecturer. Specialist in energy sustainability	<a href="mailto:alan.owen@cat.org.uk">alan.owen@cat.org.uk</a>
Dr Saskia Pagella	Senior lecturer. Specialist in food and environmental science. Module leader of food modules.	<a href="mailto:saskia.pagella@cat.org.uk">saskia.pagella@cat.org.uk</a>
Jemma Pennington	Student and Programme Support Officer	<a href="mailto:student.support@cat.org.uk">student.support@cat.org.uk</a>
Alice Read	Student and Programme Support Manager	<a href="mailto:student.support@cat.org.uk">student.support@cat.org.uk</a>
Dr Ruth Stevenson	Subject leader for the Sustainability and Behaviour Change programme, Module Leader of Dissertation,	<a href="mailto:ruth.stevenson@cat.org.uk">ruth.stevenson@cat.org.uk</a>

	behaviour change and energy-related modules. Senior Lecturer. Chair of Ethics Committee	
Rebecca Upton	Module Leader of behaviour change modules.	<a href="mailto:rebecca.upton@cat.org.uk">rebecca.upton@cat.org.uk</a>
Dr Adrian Watson	Head of School, Chair of the Extenuating Circumstances Committee.	<a href="mailto:adrian.watson@cat.org.uk">adrian.watson@cat.org.uk</a>

LJMU students studying at Collaborative Partner institutions are expected to refer to the partner's policies and procedures in the first instance. These can be found at <https://gse.cat.org.uk/index.php/about-us/policies-and-information> under student policies and procedures

**Dr Adrian Watson, Head of School**

The Head of School is responsible for overall management of School policy, strategic developments, line-management of School staff and control of School resources, and is also responsible for representing the School at faculty and institutional levels.

**Contact Details**

[adrian.watson@cat.org.uk](mailto:adrian.watson@cat.org.uk)

01654 704988

# 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 (Table 7) are offered to students studying in 2021/22:

**Table 7.** MSc SFNR modules available for the 2021/22 academic year.

Module	Module code	Module leader and buddy	Semester (1 or 2) & Timing	Credits	Core/option
Sustainability and Adaption: concepts & planning	7501CATSCI	Tim Coleridge & Ruth Stevenson	1 (September + November)	30	Core
Buildings and People	7511CATSCI	Frances Hill and Rebecca Upton	1 (October)	15	Option
Environmental Politics and Economics	7502CATSCI	Tom Barker and Scott Leatham	1 (December)	15	Core
Theoretical Approaches to Transformational Social Change	7512CATSCI	Rebecca Upton and Ruth Stevenson	1 (January)	15	Core
Food Production and Consumption	7503CATSCI	Saskia Pagella and Jane Fisher	1 (January)	15	Option
Cities and Communities	7504CATSCI	John Leah and Scott Leatham	1 (February)	15	Option

Energy Provision	7505CATSCI	Tim Coleridge and Frances Hill	1 (March)	15	Option
Communicating Transformational Social Change	7515CATSCI	Rebecca Upton and Ruth Stevenson	1 (April)	15	Core
Sustainable Materials in the Built Environment	7507CATSCI	Louise Halestrap and Ivor Davies	2 (May)	15	Option
Applied Project *	7508CATSCI	Tim Coleridge	2 (June)	15	Option
Work-based Project *	7509CATSCI	Jane Fisher and Frances Hill	2 (June)	15	Option
Dissertation	7500CATSCI	Ruth Stevenson, Jane Fisher and John Leah	1 (September start) or 2 (February start)	60	Core

\* These are alternative options and cannot both be taken.

During the modules, or through tutorials with your tutor, you will also be taught key skills such as how to find and reference academic information, use and develop methods to analyse information in your subject area and techniques for writing essays, presentations and reports.

# You and LJMU

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

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

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

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

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

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

## Library

### Libraries

### LJMU Resources

As a collaborative LJMU student, you have access to some of LJMU's electronic library resources. Details of the resources available can be found on the Partner colleges page:

[www.ljmu.ac.uk/microsites/library/about-ljmu-libraries/visitors/partner-college-support](http://www.ljmu.ac.uk/microsites/library/about-ljmu-libraries/visitors/partner-college-support).

If you have a query with using the electronic library, the library staff are always happy to help. Contact details are available at: [www.ljmu.ac.uk/microsites/library/about-ljmu-libraries/contact-us](http://www.ljmu.ac.uk/microsites/library/about-ljmu-libraries/contact-us). Live chat is available 24/7 and during normal service hours, library staff can also respond to enquiries on Twitter: @ljmulibrary.

If you visit Liverpool, you can use any LJMU library using your LJMU student card. The library has an extensive collection of books, journals, and other information resources. It also provides a variety of technology-rich study spaces, digital studios, and skills development facilities across three buildings: Aldham Roberts Library, Avril Roberts Library and the Learning Commons in the Student Life Building.

For the location, opening hours and further details about the library, please visit the library homepage at: [www.ljmu.ac.uk/library](http://www.ljmu.ac.uk/library).

## Student Advice and Wellbeing Services

LJMU students studying at Collaborative Partner institutions are expected to refer to local services at the partner in the first instance. LJMU Student Advice and Wellbeing Services are committed to ensuring that students benefit from their studies by having access to appropriate and timely information, support and

guidance, and advice on practical aspects of study. There is a wide range of services available covering all aspects of student life (personal, financial, emotional and academic) and we are here to help if the problem cannot be resolved locally. For further information on the range of support available, check out [www.ljmu.ac.uk/discover/student-support](http://www.ljmu.ac.uk/discover/student-support).

## How your studies will enhance your career prospects

### Work Related Learning

Work related learning is embedded into your programme of study. This includes developing transferable skills in information gathering, report writing, giving presentations, understanding and analysing data, as well as practical skills in your chosen areas of interest. These practical skills will vary depending on your module choices. In addition we promote applied skills in the Applied Project module (7508CATSCI), work related learning in the Work-based Project module (7509CATSCI) and in the Dissertation (7500CATSCI).

## Module registration

At the beginning of each term of study, the Student Support Officers will ask you to confirm your module choices for the course. You will need to confirm your intention to register on each module by booking online. Your module choices must be selected by 30th September 2021. Towards the end of each academic year, in June, students will be asked to confirm their module choices for the following academic year, including dissertation route.

Payment of the first 30-Credit core module consists of 2 module instalments, one prior to the start of the course in September and again prior to the module week in November. Fees for each subsequent module must be paid in full before the start of the module. If you wish to stay in the accommodation at CAT, then food and accommodation associated with attendance will be charged in addition to the module fee. Refer to the Fees Terms and Conditions for payment dates <https://gse.cat.org.uk/index.php/about-us/policies-and-information>

Provisions will be made for you to change your module choices in the first term with only 2 weeks' notice, which you may wish to do as a result of, for example, changes in preferences or mode of study. After that, should you wish to change your module choices, you can do so by giving a minimum of one months' notice to the Student Support Officers (SSOs) that you wish to do so. If you give less than one months' notice, you will forfeit the module fee, and incur an additional module fee for any replacement module taken. If a change of modules became necessary as a result of severe, unexpected and sudden change in circumstances, then you will be allowed to change modules within the two-month notice period without loss of the module fee dependent on the receipt of a completed 'Sudden and Severe Change of Circumstances Form', and supporting evidence, and its acceptance by the Programme & Student Support Manager/Head of School. This form and instructions can be provided by the SSOs ([student.support@cat.org.uk](mailto:student.support@cat.org.uk)). Full details are in the Fees Terms and Conditions. The Centre for Alternative Technology will operate a credit system or charge additional fees due, at the time that you confirm the module changes.

### Checking your Details

Prior to the start of the next academic year, you will be invited to complete a Student Registration form to check the personal information that the University holds about you and make any necessary amendments. This process indicates your intention to return to the next level of your programme of study. At this stage you

will also be asked to confirm how you will pay tuition fees for the next academic year. You will also be able to view the modules for which you have registered in the next academic year.

### Where to get help

LJMU has a dedicated Student Registration Helpline. Support is available by calling +44 (0) 151 231 3289 or by completing a student enquiry form at: <https://myservices.ljmu.ac.uk/Forms/RegistryHelp.aspx>

## Submitting coursework

Coursework for summative assessment must be submitted electronically to the submission schedule. Failure to comply with this requirement and complete associated documentation will mean the work is not accepted and a mark of zero will be recorded. All assessments submitted electronically need to be uploaded before 12 noon on the day of the deadline. Details of coursework requirements, marking criteria and submission deadlines are provided in the Module Guides on Canvas. Coursework should all be submitted as a Word document (or a Microsoft-readable document) through Canvas, unless otherwise stated.

The coursework from each module is on a subject appropriate for the module's learning outcomes. Detailed mark sheets and marking criteria for each of these forms of assessment are provided within Module Guides. Grade descriptions are used as indicators of performance.

In exceptional circumstances students can apply for an extension to coursework via the relevant module leader but will need to complete an 'Extension Request' form from the Student Support Office, which is then returned to the Module Leader or Programme Leader before the coursework deadline. This form must detail the reason why an extension is sought.

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

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

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

## Marking criteria

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

The specific marking criteria to be used in each assessment are provided in the Module Guides. In addition academic staff also refer to the Generic Masters Marking Criteria (Table 8) to provide guidance as to the appropriate academic standard (see below).

**Table 8.** Generic Master's marking criteria.

<b>80-100. Distinction</b>	An accomplished piece of work with no grammatical or other errors. Shows exceptional insight and originality in the use of evidence, which might be from the literature or experiment. Where appropriate, it makes connections between experimental evidence and the literature. Contains material of publishable quality in a peer-reviewed journal. Worthy of retaining for reference.
<b>70-79. Distinction</b>	An original or insightful answer that draws on the student's own observations combined with a critical treatment of the literature. The work demonstrates clear understanding of the subject and current theoretical debates. Contains material that may be potentially of publishable quality in a scientific journal paper, and worthy of retaining for reference.
<b>60-69. Merit</b>	A well organised, clearly expressed and direct response to the topic, showing broad evidence of reading and good analytical skills. A competent answer that shows a thorough understanding of arguments and evidence and sets them in context. It makes efficient use of relevant reading and examples, where appropriate. The work does not display the outstanding ability, critical acuity or originality that characterises distinction-level answers.
<b>50-59. Pass</b>	A coherent, adequately structured and expressed response to the topic, showing evidence of adequate critique and sound argument, but little originality or critical insight. A competent yet pedestrian treatment of ideas and concepts from lectures or set reading, but little evidence of deeper understanding and independent critical appraisal. The work is descriptive, lacking the depth of critical analysis that characterizes merit-level answers.
<b>40-49. Fail</b>	Fails to meet the criteria and requirements of the assignment. The work shows some understanding of the topic and of the broader subject area but includes little evidence of real understanding or detailed knowledge. Contains mistakes, misunderstandings or irrelevant material. Poor organisation and an uncritical approach that is not well expressed.
<b>0-39. Fail</b>	Substantially fails to meet the criteria and requirements of the assignment. At best, not a direct response to the question or topic, but shows some understanding of the general field, or conveys some understanding and argument. At worst, nothing of relevance in answer to the question or topic. Likely to be muddled or incomplete, and inadequately expressed.

## Word limit policy

### What does the word count mean?

Written assessments have a maximum allowed length, e.g. 3,000 words for the Report in Sustainability and Adaptation: Concepts and Planning (7501CATSCI). Word lengths are stated in the module specification and defined by detailed coursework criteria within the Module Guide for each module.

### Why is there a word count?

It is an important skill in academic and professional contexts to write to a defined word limit. The reason for this is to support you in learning to gather your thoughts and express them concisely. Many workplaces, and similar settings, require this competence.

### What is included?

The wordcount includes all your core narrative and reasoning, including introduction and conclusion. It also includes:

- Subtitles (but not the main title);
- In-text citations;
- Calculations;
- Direct quotations from another's work (which must be indicated using quotation marks).

The wordcount DOES NOT include:

- Cover sheet
- Title.
- Table of Contents
- Abstract (unless otherwise noted);
- Captions and other text on or in figures, tables or boxes;
- Headers and Footnotes (which are discouraged anyway);
- References (In the Reference list at the end of the assessment);
- Appendices (which may be used to contain supporting information but are not taken into consideration for marks).

### What are the penalties?

Initially the penalty for exceeding the word limit is threefold:

1. Any work beyond the word-count will not be marked, so you will lose the opportunity to gain crucial marks for this part;
2. You are quite likely to lose further marks for structure, as your structure may become less focussed and less appropriate to the task (which was to produce an essay etc. of that length);
3. You miss out on the learning outcomes – which often include an element of learning to communicate effectively.

### How can I manage this?

If Microsoft Word or an equivalent programme is used, it can help significantly. Styles can be defined and applied for abstract, captions, references etc, and separate styles applied to the 'body text', which counts towards the total.

Inserting figures, tables or boxed text as 'images' (e.g. pdfs, jpeg) can also help manage your wordcount as the text within them will be excluded by word-count tools (but, please note, the contents will NOT be marked as part of the narrative).

## 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.

## 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 LJMU 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.

The External Examiner for the Sustainable Food and Natural Resources programme is Dr Christina Demski, Senior Lecturer and Associate Director of the Centre for Climate Change and Social Transformations, Cardiff University.

## 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](http://www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/247.pdf)

Award marks determine the grade 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](http://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. See next section

# Referrals/deferrals

## Referrals and exceptional second referrals

A referral is the opportunity to re-take assessment in a module in which you attained no credit after your first attempt. You only get one referral opportunity in each module. If you fail to gain the credits for a module at the second attempt, you may be eligible for an Exceptional Second Referral (ESR) for up to 20 credits, but in order to be eligible for an ESR you need to have achieved 100 credits at that level. See the Academic Framework Regulations, section C7.14 for further details.

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

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

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 level completion, progression and awards. The Board ensures the maintenance of appropriate standards of assessment and that all students are assessed fairly in accordance with the approved regulations and procedures.

# How you will get your results

You will receive your results after the end of year Board of Examiners meeting. 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.

The Student Support Officers will contact you about the next steps if you fail a module.

# 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 Circumstances Panel and an Academic Misconduct Panel. There are strict eligibility criteria and timescales for appeals.

Students on collaborative programmes follow the same appeal procedures as local LJMU students and should ensure that they submit their appeals to the LJMU Student Governance Office. Follow the link below for full details.

Information and guidance on appeals is available here: [www.ljmu.ac.uk/about-us/public-information/student-regulations/student-appeals](http://www.ljmu.ac.uk/about-us/public-information/student-regulations/student-appeals)

# Student Complaints

LJMU students studying at Collaborative Partner institutions are expected to refer their complaint to the Partner institution's Complaints procedure in the first instance.

The GSE's Complaints policy and procedure can be found here <https://gse.cat.org.uk/index.php/about-us/policies-and-information/category/8-student-policies-and-forms>

If the problem cannot be resolved within your institution, then you have the right to refer your complaint to the LJMU Student Complaints procedure, but only once all local procedures have been completed.

Details of the LJMU Student Complaints procedure can be found at: [www.ljmu.ac.uk/students/supporting-your-study/student-policy-and-regulations](http://www.ljmu.ac.uk/students/supporting-your-study/student-policy-and-regulations)

If you have any queries about the LJMU Student Complaints procedure then please email the Student Governance Office at: [StudentGovernance@ljmu.ac.uk](mailto:StudentGovernance@ljmu.ac.uk)

# Academic Misconduct

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

If you are accused of Academic Misconduct you will be sent details of the allegation plus supporting evidence and asked to attend an Academic Misconduct Panel.

For information relating to LJMU's Academic Misconduct policies, please visit: [www.ljmu.ac.uk/about-us/public-information/student-regulations/academic-misconduct](http://www.ljmu.ac.uk/about-us/public-information/student-regulations/academic-misconduct)

## 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: [www.ljmu.ac.uk/about-us/public-information/student-regulations/academic-misconduct](http://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. We value your feedback and encourage students to complete any formal surveys you receive.

The School takes student feedback very seriously, and there are several systems in place to facilitate recording of feedback from our students and communication of how feedback has been used to enhance programme delivery:

- 1. Module Survey:** There will be an on-line feedback survey released for each module (typically accessible through Canvas) that can be completed anonymously, in which you can score your level of satisfaction with and provide written comments on the module week's academic activities and administration;
- 2. Feedback Meeting:** There will be a feedback meeting held between students and key staff during each residential attendance onsite at CAT, which gives an opportunity for wider feedback on the module. Three times per year these meetings are run as Student-Staff Liaison Committee meetings following a broader agenda, inviting programme-wide discussion and feedback. Details of these will be available on Canvas;

**Programme Reps:** Programme (or 'Course') Reps (see below) represent students from all CAT Master's degrees (MSc SEPDM-GB-SABE-SA-SAP-SFNR-SE-SBC and M-Arch) in Academic Council, Programme Committee and Staff Student Liaison Committee meetings, and among other official duties, act as on-going conduits for student feedback on programme-wide matters. This initiative aims to be a valuable forum for engagement and communication between staff and students of the MSc SFNR programme. Current reps can be contacted through the Student Support Officers. It is intended that reps will act for a year at a time. If you are interested in acting as a Course Rep please contact the Programme Leader or Student Support Officer.

## Results of previous student feedback

### Positive comments

The people you meet – especially open admissions criteria – which shows in the brilliant breadth and spread of student body

Reaffirmed my beliefs

Approachability of the staff

Alternative to “normal “ unis – eg alternatives to economic growth

### What have you found most challenging?

Quality of Panopto recordings for distance learning

Ability to get time with a tutor – particularly at a crunch point

### What do you think could be improved (i.e. the most important things)?

Greater support to integrate and apply theories within coursework in core Behaviour Change module

A forum for information sharing – preferably avoiding Facebook – open to ideas

Alumni network – again – principally on Facebook! – also on LinkedIn – GSE “group”?

Webinar style live streaming – ability to post questions, etc.

### Response to challenging issues and aspects to be improved

Most academic staff work part-time and we have a dedicated team of student support officers who are available week days during office hours to deal with urgent queries or signpost students to academic staff. Students may also approach academic staff who are not their personal tutors for information and advice.

The distance learning facilities constantly undergo improvement, this has included clearer Panopto recordings this year and a review of the virtual learning environment use this academic year which has included a move to the use of Office 365 and teams for facilitating online teaching.

During the academic year 2020-21 we have adapted the Theoretical Approaches to Transformational Behaviour Change module to support students in understanding the theories to a greater extent.

## Student representation and getting involved

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

Course Reps are elected at the start of every academic year. They receive continuous support in their role from relevant programme leaders and lecturing staff, as well as from the Link Tutor. If you are interested in becoming a Course Rep contact your Programme Leader.

## What is the Academic Council?

The Academic Council 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 (Student Reps). The Link Tutor from LJMU may also attend. 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 via the VLE and/or GSE website <https://gse.cat.org.uk/index.php/about-us/policies-and-information>

The student Course Reps will be sent information on the dates and times of Academic Council meetings when they are appointed. Course reps should contact their Programme Leader for more information about the Academic Council meetings.

# EQUAL OPPORTUNITIES, DISABILITY AND DATA PROTECTION

## Equality and Diversity

Liverpool John Moores University (LJMU) is committed to creating a learning and working environment which values and recognises the full potential of each person.

The University has a comprehensive Equality & Diversity Policy that complies with the national and European Union anti-discriminatory legislation. The policy articulates the rights and respects for every individual and a clear commitment for challenging discrimination and the distress this causes. For example, LJMU will not tolerate any form of unfair discriminatory practice, violence and extremist behaviour, hate crime, terrorism activities, or harassment including offensive remarks, language, graffiti, pin-ups and jokes, which are based upon a person's protected characteristic(s). The nine (9) protected characteristics identified by the Equality Act 2010 are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation and marriage and civil partnership. Unwelcome physical advances also constitute harassment. Students may be disciplined and dismissed where discrimination is proven. You are advised to familiarise yourself with the LJMU Equality & Diversity Policy, including the Equality Objectives and Action Plans by visiting the website.

- To find out more about LJMU's equality and diversity policy, click here: [www.ljmu.ac.uk/about-us/public-information/equality-and-diversity](http://www.ljmu.ac.uk/about-us/public-information/equality-and-diversity)
- For the University's Equality Objectives and Action Plans, click here: [www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/251.pdf?la=en](http://www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/251.pdf?la=en)

## Data Protection

Liverpool John Moores University (LJMU) takes your privacy very seriously. LJMU needs to obtain and process certain information about our students to allow us to register students, organise programmes, and to carry out other essential university activities. The University cannot exercise its responsibilities and fulfil its education, training and support obligations to its students, without holding and using this personal data. We process your personal data for recruitment, admission, enrolment, the administration of our programmes of study and student support and associated funding arrangements, monitoring performance and attendance, supervision, assessment and examination, graduation and alumni relations, advisory, pastoral, health and safety, management, research, statistical and archival purposes.

The information we collect is stored safely and securely, used fairly, and not disclosed to any other person unlawfully. To do this we comply with the data protection obligations as set out in the Data Protection Act 2018 (The Act) and the General Data Protection Regulation (GDPR).

The University and all staff or others who process or use any personal information must ensure that they follow the University's Data Protection Policy. You can find further information and a copy of the Data Protection Policy at [www.ljmu.ac.uk/about-us/data-protection](http://www.ljmu.ac.uk/about-us/data-protection).

If you have any questions about our Data Protection procedures, please contact the Data Protection Officer on +44 (0) 151 904 6134 or at email: [DPO-LJMU@ljmu.ac.uk](mailto:DPO-LJMU@ljmu.ac.uk)

We also process applicant and student data to meet our statutory and other binding obligations. These may include submission of statistical returns to government or its agencies, including the Office for Students (OfS), and other official bodies, such as the Higher Education Statistics Agency (HESA), the Student Loan Company (SLC), or other equivalent bodies from other countries. **Please read the Student Data Collection Notice at [www.ljmu.ac.uk/about-us/data-protection](http://www.ljmu.ac.uk/about-us/data-protection)** which will explain how HESA also collect and share your information. As a Tier 4 licensed sponsor we may be required to give information to the UK Visas and Immigration Agency (UKVI) about students with visas to study. Our sponsorship duties include informing the UKVI if a student fails to register, withdraws, or fails to attend classes and hand in work.

We disclose your personal data to other third parties only with your consent, or if requested by an organisation with a statutory function, such as the police, in a case where non-disclosure would prejudice law enforcement; or to meet a statutory or regulatory obligation e.g. a court order; in a medical emergency or otherwise in accordance with the University's Notification with the Information Commissioner's Office (ICO), Registration Number Z5616967, and the terms of the General Data Protection Regulation (GDPR).

## Your Rights:

You have the right to:

- Find out what personal data the University holds about you, why it holds it and what it does with it, how long it keeps it and to whom the University discloses it.
- Ask the University to correct inaccurate data.
- Ask that access to your data is limited in certain circumstances.
- Object to us processing your personal data if you dispute the justification for the processing or if the processing involves making a decision by a computer.
- Request a copy of your personal information held by the University. This is known as a subject access request (SAR). You can find more information on how to do this at [www.ljmu.ac.uk/about-us/data-protection](http://www.ljmu.ac.uk/about-us/data-protection). The University has one calendar month to comply with your request after receiving your proof of identity and there will be no charge.
- If your personal data has been provided by consent, you have the right to withdraw that consent at any time.

## Further Information:

- Contact the Data Protection Officer on +44 (0) 151 904 6134 or by email: [DPO-LJMU@ljmu.ac.uk](mailto:DPO-LJMU@ljmu.ac.uk)
- Follow the links in the University's Data Protection webpage [www.ljmu.ac.uk/about-us/data-protection](http://www.ljmu.ac.uk/about-us/data-protection)
- Student data collection: this explains what student data we share with the Higher Education Statistics Agency [www.hesa.ac.uk/about/regulation/data-protection/noticesh](http://www.hesa.ac.uk/about/regulation/data-protection/noticesh)
- You can access the University's entry in the Information Commissioner's Register of Data Controllers at <https://ico.org.uk/about-the-ico/what-we-do/register-of-data-controllers/>. The University's Registration Number is: Z5616967. This register entry describes, in very general terms, what personal data we process and why, how we obtain personal data and to whom we may disclose it.

- You can find out further information about who we share your information with at [www.ljmu.ac.uk/about-us/data-protection](http://www.ljmu.ac.uk/about-us/data-protection) or the Data Protection Officer.
- The GSE's equal opportunities, safeguarding and Prevent policies can be found here <https://gse.cat.org.uk/index.php/about-us/policies-and-information/category/8-student-policies-and-forms> and information on our teaching and learning quality and strategies here <https://gse.cat.org.uk/index.php/about-us/policies-and-information/category/9-gse-quality-and-strategy-information>.
- Information on what data the Centre for Alternative Technology collect and how we use it can be found here <https://content2.cat.org.uk/privacy-policy>

# John Moores Students' Union

## Get more from your LJMU experience with John Moores Students' Union

As a student at Liverpool John Moores University, JMSU is here for you with support or guidance, if you ever need it. We also have 100+ sports teams, societies, and various volunteering opportunities to enhance your time at LJMU.

Information about what we offer, and how to contact us, is available on the website at [www.jmsu.co.uk](http://www.jmsu.co.uk).

### Connect with us:

You can email us at: [studentsunion@ljmu.ac.uk](mailto:studentsunion@ljmu.ac.uk)

Phone: +44 (0) 151 231 4900

Have a look at our website: [www.jmsu.co.uk](http://www.jmsu.co.uk)

Follow us on Facebook: [facebook.com/johnmooreessu](https://facebook.com/johnmooreessu)

Join us on our Hangout: [facebook.com/groups/JMSUHangout](https://facebook.com/groups/JMSUHangout)

Twitter: [@johnmooreessu](https://twitter.com/johnmooreessu)

TikTok: [@johnmooreessu](https://tiktok.com/@johnmooreessu)

Instagram: [@johnmooreessu](https://instagram.com/johnmooreessu)

# Appendix – Programme Specification

Your programme specification can be found here...

<https://cat.org.uk/courses-and-training/graduate-school/studying/students/>