BA BUSINESS ECONOMICS
STUDENT HANDBOOK

“Learning to make a difference”

2018-2019
BA Business Economics
BA Business Economics with a Year in Industry

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Tel: 0151 795 3007
The University of Liverpool Management School: Making a difference from an enterprising and vibrant world city of culture

Welcome from the Director of School

On behalf of the University of Liverpool Management School (ULMS) I would like to congratulate you on gaining a place with us and extend a very warm welcome to you as a new student.

You have made a great choice to study with us in Liverpool, with everything the University and this great city has to offer. We hope that you continue to excel in your academic studies at ULMS and look forward to working with you and supporting you in this. However, University is not just about the academic side. We want you to take advantage of all university life can offer through its intellectual, social and physical environment. We know you will form life-long friendships and networks that will support you in your future.

Our vision statement commits us to being a globally connected Management School whose transformative research and teaching places us at the forefront of influential knowledge leadership, bringing us together with students, business and society in learning to make a difference. Our aim is to offer you a learning experience that helps you to develop into a global citizen capable of making a difference to the businesses and organisations you work for as you build your successful career, as well as society more broadly.

The Management School has a strong group of academic staff who are internationally renowned for their research and scholarly activities. Please take advantage of the formal lectures, research seminars and various other meetings at the school to get to know them. Our academic staff ensures that their research is relevant to practice, and are keen to share this with you. What you learn here is not just about the grades you achieve in your exams. It is both current and relevant to the careers you will pursue on graduating. In addition, you will have an academic advisor who will work with you during your time with us providing a particular contact point for you.

As a globally connected school with a number of exchange partners, we are also able to offer study abroad opportunities including a year at our partner university in China, Xi’an Jiaotong-Liverpool University (XJTLU).

Our aim is not just to impart learning but to actively work with you on how you can improve your overall skills and build the foundation for a successful career on graduation. The Year in Industry can be completed in the UK or abroad and will provide you with valuable, practical experience and importantly the skills and confidence to take advantage of many employment opportunities available to graduates. I know graduation seems a long time away, but we want to work with you from day 1 to make the most of your experiences whilst you here in a way that supports your future aspirations and ambitions. In addition to this, the ULMS Extra programme of extra-curricular activities includes guest speaker sessions, business competitions and other transferable skill development opportunities, to give you a competitive edge in the global jobs market, whether you undertake the Year in Industry or alternatively seek summer holiday internships as a springboard for your future career. Our dedicated UG careers support will enhance your career planning, job searching and application skills, whichever options you choose.
We expect that you will be an active learner, contributing what you already know to your classmates and finding innovative ways to use what you learn both in projects here and the broader workplace when you graduate. We also encourage our students to engage in voluntary activity such as Enactus Liverpool which aims to create sustainable businesses for disadvantaged people around Liverpool and across the globe.

We want our relationship to last beyond graduation. We are proud of our alumni and look forward to working with you for some years and helping you to achieve your aspirations.

More information about all of these opportunities can be found in this handbook.

With every good wish for a happy and successful student career.

Professor Julia Balogun
Dean, University of Liverpool Management School
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ULMS MISSION STATEMENT

We share the University of Liverpool’s mission to be “dedicated to the advancement of learning and the ennoblement of life”

We advance this through our vision: To be a globally connected Management School whose transformative research and teaching places us at the forefront of influential knowledge leadership. This brings us together with students, business and society in ‘learning to make a difference’.

In ‘learning to make a difference’:

We provide an outstanding, inclusive student experience which enhances employability and inspires our students to become socially responsible citizens.
Delivered from the heart of the Liverpool campus, our programmes are underpinned by the School’s leading research and informed by employer needs. Through our culturally diverse student body, worldwide network of campuses and online programmes, we are able to offer a truly international learning experience which helps our students to become global citizens. Imbued with Liverpool’s energy, our graduates use their ingenuity to make a difference to business, organisations and society across the globe.

We enable faculty to develop innovative research which has global impact and enriches our programmes.
Our research achieves international distinction for its originality and significance. Published in top-ranked, peer reviewed journals, it makes a difference; not just through its international reach in the academic community, but by informing and extending the student learning experience. Our community of scholars work collaboratively, also undertaking research in interdisciplinary research teams which span the School, the University and our external partners to address real-world problems.

We use cutting-edge research and expertise in the practice of management to support business and society.
Located in a city famous for its commercial and maritime heritage, we collaborate with civic, national and international partners to develop and share our research in a way that enables us to assist organisations, institutions and policy makers. Our work empowers those we engage with to make a difference to their businesses and society. The impact of our knowledge exchange is visible around the world as well as in our city region.
We achieve this by fostering a friendly, supportive culture and a collegiate, socially-responsible community of scholarship, which values integrity, diversity and equal opportunity.

Ways in which our Business Economics programmes link to the School’s mission include:

1. All the modules in Business Economics programme are carefully and specifically designed to provide each student with solid knowledge of current economic issues at local, national and international levels while develop practical skills in business, finance and management environments.

2. This programme content minimum 50% economics. This is extremely valuable for those interested in careers in the Government Economics Service (Civil Service) as well as a wide variety of analyst positions in business, government and financial sectors.

3. In addition to develop students’ analytical skills via a strong foundation in economic theory, this programme offers students pathways of Accounting & Finance and International Business in which students can choose to further specialize their interests.

4. Students have a wide range of extra-curricular opportunities to get involved into activities such as IBM Universities Business Challenge, Business Games, meeting with employer on campus, Mandarin Classes, Liverpool Entrepreneurs Network Society and numerous student-led academic Societies. These opportunities are valuable to help students to develop transferrable skills that are vital in future careers.
THE ULMS GRADUATE

The Management School aims to produce graduates who have not only excelled academically, but who have the skills and competencies sought by employers in the modern business world. These skills can be developed through extra-curricular and co-curricular activities as well as within the curriculum. They are defined through the concept of “The ULMS Graduate”.

In addition to an understanding of your subject, The ULMS Graduate will be:

**Flexible and adaptable**
- Our graduates understand that the business world develops and changes quickly, and ULMS will provide them with opportunities to develop the skills needed to be open to the challenges it brings.

**Ethically aware**
- The ULMS teaching, learning and assessment strategy ensures that all graduates are exposed to the ideas of business ethics whilst studying and that they have an understanding of the difference businesses can make in the wider community and across the world.

**A team player**
- Our graduates understand the importance of contributing to a team. By contributing to group work our students understand the dynamics of a team and the importance of individual roles and how each can make a difference to achieving a result.

**A problem solver**
- Our graduates are provided with opportunities to develop their critical and analytical skills from the day they join the school. By learning to think creatively, to persevere with an issue and to draw on the resources available to them, our graduates approach difficult situations, confident that they can reach a successful outcome and make a difference.

**Organised and able to work under pressure**
- ULMS graduates learn to manage their time carefully during their studies. Our graduates are motivated to learn outside the classroom and are adept at managing deadlines and dealing with conflicting demands upon their time.

“The course provides us with a good understanding of the skills and ideas to make real improvements to organisations.”

Anonymous student, ULMS Undergraduate survey 2016-17
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercially aware</td>
<td>The teaching at ULMS is drawn from the latest business and management research, ensuring that our graduates understand the environment in which they begin their careers.</td>
</tr>
<tr>
<td>Numerate</td>
<td>Maths is an essential element of all our programmes and our graduates are confident and competent when using numbers to analyse situations, solve problems and make decisions.</td>
</tr>
<tr>
<td>IT literate</td>
<td>Our graduates understand the importance of IT in the modern business environment and ensure that their digital literacy skills are up to date in order to use it successfully. They understand how to prepare and analyse spreadsheets, can write reports and use IT to enhance presentations. They are confident users of electronic databases and are skilled at finding and evaluating appropriate and relevant information from electronic databases.</td>
</tr>
<tr>
<td>Internationally aware</td>
<td>The ULMS teaching and research community is drawn from around the world and our students are exposed to business ideas and cultures from beyond the UK. Many graduates make the most of international opportunities available to them, from participating in overseas exchanges to participating in international inter-university business games.</td>
</tr>
<tr>
<td>An excellent communicator</td>
<td>The ULMS syllabus requires students to demonstrate their aptitude for communicating throughout their studies. Their skills include writing essays, business reports and case studies, giving presentations, listening to and questioning guest speakers and using by negotiation and skills of persuasion to argue a point during a class debate. Our graduates understand the difference that effective communication can make to a situation.</td>
</tr>
<tr>
<td>A lifelong learner</td>
<td>ULMS graduates understand that the end of their degree programme does not mean the end of their learning journey. Our students understand the importance of continually building skills and knowledge in order to maintain commercial awareness, to be able to follow a flexible career path and to continue to make a difference throughout their working lives.</td>
</tr>
</tbody>
</table>
OUR BUSINESS ECONOMICS PROGRAMMES

The aims of the Business Economics programmes are:

1. To provide a firm foundation of knowledge in business economics, accounting and finance and of the workings of markets. In addition, to provide a firm foundation in a subject specific pathway.

2. To provide a broad based training in economics, business, accounting and quantitative techniques. In addition, to provide specialist knowledge in either accounting and finance or international business.

3. To develop in students an ability to apply their knowledge and skills in examining issues and resolving problems in business, industry and economic policy.

4. To develop the ability both to use and evaluate an appropriate level of abstraction and economic contextualisation in analysing problems within the selected pathway.

5. To equip graduates with the knowledge and skills required to study business economics, finance and related subjects at postgraduate level.

6. To provide a range of transferable skills that will be of value in future employment.

This section of the handbook will explain the structure of your programme for each year of study, and will outline the learning outcomes that we expect you to achieve at the end of each year. There will also be guidance on the support available to you at every stage of your student journey, and the things that you can do to get the most out of your time here at the University of Liverpool.

“I do like the variety of choice from marketing to accounting modules, helping make myself more aware of which career path I would like to follow.”

Business Economics student, 2016-17 ULMS Undergraduate Survey

Our programmes are reviewed annually to ensure that they remain relevant and up-to-date. This means that module availability may change from year to year, as new modules are introduced and others are withdrawn. We’ll advise you each Spring of the modules that will be available to you the following year, and will consult with you over any changes that may have a significant impact on the structure of the programme.

Our full programme structures are given below. Pages 16 – 23 look at the skills you will develop and what you can do to get the most out of your time at Liverpool during each individual year of study.
**BA Business Economics programme structure**

Students follow **either** the Accounting and Finance pathway **or** the International Business pathway throughout their three years of study. Your Director of Studies, Dr Emma Apps, will offer guidance during Welcome Week to help you choose the pathway that is most suitable for your interests and needs.

Compulsory modules are indicated by the shaded areas.

**Accounting and Finance Pathway Year 1: (Compulsory modules are shaded)**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACFI101: Introduction to Financial Accounting</td>
<td>ACFI102: Introduction to Managerial Accounting</td>
</tr>
<tr>
<td>ECON111: Maths for Economics and Business</td>
<td>ACFI103: Introduction to Finance</td>
</tr>
<tr>
<td>ECON115: Skills for Professional Economists</td>
<td>ECON112: Statistics for Economics and Business</td>
</tr>
<tr>
<td>ECON121: Principles of Microeconomics</td>
<td>ECON123: Principles for Macroeconomics</td>
</tr>
</tbody>
</table>

**Accounting and Finance Pathway Year 2: (Compulsory modules are shaded)**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON223: Macroeconomics 1</td>
<td>ECON222: Microeconomics 2</td>
</tr>
<tr>
<td>ECON227: Microeconomics for Business Economics</td>
<td>ECON234: Management Economics 2</td>
</tr>
<tr>
<td>ECON233: Management Economics 1</td>
<td>MKIB253: International Management</td>
</tr>
<tr>
<td>ACFI201: Financial Reporting OR</td>
<td>ACFI202: Accounting Theory OR</td>
</tr>
<tr>
<td>ACFI204: Financial Management</td>
<td>ACFI203: Management Accounting</td>
</tr>
</tbody>
</table>

**Accounting and Finance Pathway Year 3: (Compulsory modules are shaded)**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON333: Industrial Organisation</td>
<td>ECON337: Competition and Regulation</td>
</tr>
<tr>
<td>ECON330: Contemporary Issues in Economic Policy</td>
<td>Take three semester 2 optional modules (minimum 1 from List A and minimum 1 from List B) (choices listed below)</td>
</tr>
<tr>
<td>Take two semester 1 optional modules (one from List A and one from List B) (choices listed below)</td>
<td></td>
</tr>
<tr>
<td>List A</td>
<td>List A</td>
</tr>
<tr>
<td>ECON307 – Issues in Development Finance</td>
<td>ACFI311 – Behavioural Finance</td>
</tr>
<tr>
<td>ECON309 – Financial Crises and Defaults</td>
<td>ECON306 – Economics of Developing Countries</td>
</tr>
<tr>
<td>ECON322 – Game Theoretical Approaches to Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON325 – International Political Economy</td>
<td></td>
</tr>
<tr>
<td>ECON335 – International Trade</td>
<td></td>
</tr>
<tr>
<td>ECON360 – Law and Economics</td>
<td></td>
</tr>
<tr>
<td>ECON362 - Economics of Arts and Culture</td>
<td></td>
</tr>
</tbody>
</table>
Students can spend a Year in China as part of their degree programme between year two and the final year. See page 50 for more information.

International Business Pathway Year 1 *(Compulsory Modules are shaded)*

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECON111:</strong> Maths for Economics and Business</td>
<td><strong>ECON112:</strong> Statistics for Economics and Business</td>
</tr>
<tr>
<td><strong>ECON115:</strong> Skills for Professional Economists</td>
<td><strong>ECON113:</strong> Principles for Macroeconomics</td>
</tr>
<tr>
<td><strong>ECON121:</strong> Principles of Microeconomics</td>
<td><strong>ECON159:</strong> The European Economic Environment</td>
</tr>
<tr>
<td><strong>MKIB153:</strong> Fundamentals of Marketing</td>
<td><strong>MKIB152:</strong> International Business Environment</td>
</tr>
</tbody>
</table>

International Business Pathway Year 2 *(Compulsory Modules are shaded)*

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECON223:</strong> Macroeconomics 1</td>
<td><strong>ECON222:</strong> Microeconomics 2</td>
</tr>
<tr>
<td><strong>ECON227:</strong> Microeconomics for Business Economics</td>
<td><strong>ECON234:</strong> Management Economics 2</td>
</tr>
<tr>
<td><strong>ECON233:</strong> Management Economics 1</td>
<td><strong>MKIB253:</strong> International Management</td>
</tr>
<tr>
<td><strong>ACFI260:</strong> International Finance (Non-Specialist)</td>
<td><strong>MKIB261:</strong> International Development</td>
</tr>
</tbody>
</table>

International Business Pathway Year 3 *(Compulsory Modules are shaded)*

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECON333:</strong> Industrial Organisation</td>
<td><strong>ECON337:</strong> Competition and Regulation</td>
</tr>
<tr>
<td><strong>ECON330:</strong> Contemporary Issues in Economic Policy</td>
<td></td>
</tr>
<tr>
<td>Take two semester 1 optional modules *(one from List A and one from List B) <em>(choices listed below)</em></td>
<td></td>
</tr>
<tr>
<td><strong>List A</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ECON307</strong> – Issues in Development Finance</td>
<td><strong>ACFI311</strong> – Behavioural Finance</td>
</tr>
<tr>
<td><strong>ECON309</strong> – Financial Crises and Defaults</td>
<td><strong>ECON306</strong> – Economics of Developing Countries</td>
</tr>
</tbody>
</table>

### BA Business Economics with a Year in Industry programme structure

Students follow either the Accounting and Finance pathway or the International Business pathway throughout their three years of university study. This does not commit you to working in that area of industry when you undertake your placement. Your Director of Studies, Dr Emma Apps, will offer guidance during Welcome Week to help you choose the pathway that is most suitable for your interests and needs.

**Accounting and Finance Pathway Year 1: (Compulsory modules are shaded)**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACFI101</strong>: Introduction to Financial Accounting</td>
<td><strong>ECON112</strong>: Statistics for Economics and Business</td>
</tr>
<tr>
<td><strong>ECON111</strong>: Maths for Economics and Business</td>
<td><strong>ECON123</strong>: Principles for Macroeconomics</td>
</tr>
<tr>
<td><strong>ECON115</strong>: Skills for Professional Economists</td>
<td><strong>ULMS170</strong>: Placement Preparation Module</td>
</tr>
</tbody>
</table>
| **ECON121**: Principles of Microeconomics | **ACFI102**: Introduction to Managerial Accounting  
**OR**  
**ACFI103**: Introduction to Finance |

**Accounting and Finance Pathway Year 2: (Compulsory modules are shaded)**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECON223</strong>: Macroeconomics 1</td>
<td><strong>ECON222</strong>: Macroeconomics 2</td>
</tr>
<tr>
<td><strong>ECON227</strong>: Microeconomics for Business Economics</td>
<td><strong>ECON234</strong>: Management Economics 2</td>
</tr>
<tr>
<td><strong>ECON233</strong>: Management Economics 1</td>
<td><strong>MKIB253</strong>: International Management</td>
</tr>
</tbody>
</table>
| **ACFI201**: Financial Reporting  
**OR**  
**ACFI204**: Financial Management | **ACFI202**: Accounting Theory  
**OR**  
**ACFI203**: Management Accounting |

**Year 3 (Year in Industry): (Compulsory modules are shaded)**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ULMS299</strong>: ULMS Placement Year</td>
<td></td>
</tr>
</tbody>
</table>
# Accounting and Finance Year 4: (Compulsory modules are shaded)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECON333</strong>: Industrial Organisation</td>
<td><strong>ECON337</strong>: Competition and Regulation</td>
</tr>
<tr>
<td>Take <strong>three</strong> semester 1 optional modules (minimum 1 from List A and minimum 1 from List B) <em>(choices listed below)</em></td>
<td>Take <strong>three</strong> semester 2 optional modules (minimum 1 from List A and minimum 1 from List B) <em>(choices listed below)</em></td>
</tr>
<tr>
<td><strong>List A</strong></td>
<td><strong>List A</strong></td>
</tr>
<tr>
<td>ECON307 – Issues in Development Finance</td>
<td>ACFI311 – Behavioural Finance</td>
</tr>
<tr>
<td>ECON309 – Financial Crises and Defaults</td>
<td>ECON306 – Economics of Developing Countries</td>
</tr>
<tr>
<td>ECON322 – Game Theoretical Approaches to Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON325 – International Political Economy</td>
<td></td>
</tr>
<tr>
<td>ECON335 – International Trade</td>
<td></td>
</tr>
<tr>
<td>ECON360 – Law and Economics</td>
<td></td>
</tr>
<tr>
<td>ECON362 – Economics of Arts and Culture</td>
<td></td>
</tr>
<tr>
<td><strong>List B</strong></td>
<td><strong>List B</strong></td>
</tr>
<tr>
<td>ACFI304 – Business Finance*(ACFI204)*</td>
<td>ACFI302 – Corporate Reporting and Analysis*(ACFI201)*</td>
</tr>
<tr>
<td>ACFI309 – Financial Reporting 2*(ACFI201)*</td>
<td>ACFI303 – Advanced Management Accounting*(ACFI203 or ACFI204)*</td>
</tr>
<tr>
<td>ACFI310 – Derivative Securities*(ACFI204)*</td>
<td>ACFI320 – Corporate Governance</td>
</tr>
<tr>
<td></td>
<td>ACFI321 – Capital Markets*(ACFI204)*</td>
</tr>
<tr>
<td></td>
<td>ACFI322 – Football Financial Reporting, Analysis and Evaluation</td>
</tr>
<tr>
<td></td>
<td>ACFI342 – Financial Risk Management*(ACFI304)*</td>
</tr>
</tbody>
</table>

*Has optional module(s) as a pre-requisite

# International Business Pathway Year 1: (Compulsory modules are shaded)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECON111</strong>: Maths for Economics and Business</td>
<td><strong>ECON112</strong>: Statistics for Economics and Business</td>
</tr>
<tr>
<td><strong>ECON115</strong>: Skills for Professional Economists</td>
<td><strong>ECON123</strong>: Principles for Macroeconomics</td>
</tr>
<tr>
<td><strong>ECON121</strong>: Principles of Microeconomics</td>
<td><strong>MKIB152</strong>: International Business Environment</td>
</tr>
<tr>
<td><strong>MKIB153</strong>: Fundamentals of Marketing</td>
<td><strong>ULMS170</strong>: Placement Preparation Module</td>
</tr>
</tbody>
</table>

# International Business Pathway Year 2: (Compulsory modules are shaded)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECON223</strong>: Macroeconomics 1</td>
<td><strong>ECON222</strong>: Microeconomics 2</td>
</tr>
<tr>
<td><strong>ECON227</strong>: Microeconomics for Business Economics</td>
<td><strong>ECON234</strong>: Management Economics 2</td>
</tr>
<tr>
<td><strong>ECON233</strong>: Management Economics 1</td>
<td><strong>MKIB253</strong>: International Management</td>
</tr>
<tr>
<td><strong>ACFI260</strong>: International Finance (Non-Specialist)</td>
<td><strong>MKIB261</strong>: International Development</td>
</tr>
</tbody>
</table>
### Year 3 (Year in Industry): *(Compulsory modules are shaded)*

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ULMS299: ULMS Placement Year</strong></td>
</tr>
</tbody>
</table>

### International Business Pathway Year 4: *(Compulsory modules are shaded)*

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECON333</strong>: Industrial Organisation</td>
<td><strong>ECON337</strong>: Competition and Regulation</td>
</tr>
<tr>
<td>Take three semester 1 optional modules (minimum 1 from List A and minimum 1 from List B) <em>(choices listed below)</em></td>
<td>Take three semester 2 optional modules (minimum 1 from List A and minimum 1 from List B) <em>(choices listed below)</em></td>
</tr>
</tbody>
</table>

#### List A
- ECON307 – Issues in Development Finance
- ECON309 – Financial Crises and Defaults
- ECON322 – Game Theoretical Approaches to Microeconomics
- ECON325 - International Political Economy
- ECON335 – International Trade
- ECON360 – Law and Economics
- ECON362 - Economics of Arts and Culture

#### List B
- ECON354 – International Economic Relations
- MKIB351 – Global Strategic Management
- MKIB356 – International Marketing
- MKIB367 – Events Management
- ECON306 – Economics of Developing Countries
- ACFI311 – Behavioural Finance
- MKIB359 – Business in Latin America
- MKIB369 – Business in Emerging Economies
- ULMS370 – The Football Business

*List A and List B modules should be chosen to meet the required minimums.*
YOUR LEARNING JOURNEY

The transition from secondary school to higher education is a key moment in a student’s academic journey. We work hard with you to help your transition and in Year 1 you will gain a solid grounding in what you are expected to do. However, your journey does not finish at the end of Year 1. Each year the level of expectation increases and we expect you to develop your academic skills as well as enhance your career-readiness and professionalism. Over the next few years you’ll be able to develop your personal and academic skills as you move towards a more independent form of study. Eventually you should need little guidance on your assessments, for example, as you become prepared to take on tasks in the workplace. You will also be expected to gain valuable career experience and embrace a whole range of new opportunities, including learning languages, running societies, trying new sports and even studying abroad. This section looks at what you can achieve during each year of study, outlines some of the things you should consider doing in order to get the most out of your time at Liverpool as well as the support available to help you along the way.

YEAR ONE

Your first year of study will provide a foundation for deeper study in the following stages of the programme.

Upon successful completion of your first year, you will be able to:

1. Demonstrate knowledge of the underlying concepts and principles associated with Business Economics and an ability to evaluate and interpret these within the context of Business Economics.
2. Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of Business Economics.
3. Evaluate the appropriateness of different approaches to solving problems related to Business Economics.
4. Communicate the results of your study accurately and reliably, and with structured and coherent arguments.
5. Undertake further training and develop new skills within a structured and managed environment.
6. Show the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Your first year modules start to provide the foundations of the economics knowledge that you will build upon in year two and your final year. Your pathway module provides an introduction to the complementary study that you will pursue alongside your economics modules. If you are not sure which pathway is best for you, contact your Director of Studies, Dr Emma Apps at E.Apps@liverpool.ac.uk for guidance. Be sure to do this as early as possible in the semester, and no later than week two of teaching.
More information about each module is available in our Electronic Module Catalogue: https://www.liverpool.ac.uk/intranet/management-school/student_support_office/continuing/

The first semester is an exciting one for students, with lots of opportunities outside the curriculum for you to engage with. During your first semester, you should:

- **Complete a library induction** – look out for details by email or on your VITAL programme page.

- **Consider standing as a student representative for your programme** - If you don’t want to act as a rep, do make sure you know who your reps are. They’re an important link for you to provide feedback to and work hard with staff in the school to develop the experience you have as a student. See page 43 for more information about student representation.

- **Meet with your Academic Advisor** – you can check their name on your Liverpool Life page. It’s good to meet with your Advisor around week four of the semester so that you can talk about how you’re finding life here at ULMS and to talk about any issues relating to your academic work. See page 34 for more information about how to make the most out of your relationship with your Academic Advisor.

- **Find out about our Study Abroad programme**. Come along to the Study Abroad Fair in November and find out more about opportunities to spend a semester studying at a partner university overseas, or to spend 2 – 3 weeks of the long vacation at an overseas summer school. Students on BA Business Economics could even spend a whole year in China as part of their studies! See page 47 for more information.

- **Attend at least one ULMS Extra activity**. ULMS Extra is the School’s programme of presentations and workshops that help you to consider your personal development and career pathways, and opportunities are available to students every Tuesday afternoon – see page 46 to learn more. Students on the Year in Industry programme must attend at least three ULMS Extra activities during the year.

1. **Attend a Study Skills session** - The development from School to University study can be a challenging one, and our programme of study skills support has been specially designed to help students develop the skills they need to make the transition and succeed in their studies. Find more information here at https://www.liverpool.ac.uk/intranet/management-school/study_support/

- **Attend the stage two induction session** - Your Director of Studies will meet with you in week six to talk about your experience of your first few weeks at University and to answer any questions you may have about your university studies.

- **Join a student society** - You can find out more about student societies at Freshers’ Fair. ULMS also runs its own Societies Fair part-way through semester one. Societies are a great way to meet new people, develop your skills and try new activities. It’s never too late to sign up – find out more at http://www.liverpoolguild.org
*These activities can contribute towards the ULMS Employability Award and your HEAR (Higher Education Achievement Record), both of which are viewed positively by employers. Find out more about these on page 46-47.

Year one, semester two

You’ll continue to develop as a student during your second semester. You will have completed your first set of assessments, which will have helped you to identify your strengths and weaknesses, and you’ll be starting to think about which areas of study you’d most like to focus on as you continue through your programme. There are a number of activities that will help you in your development.

During your second semester, you should:

- **Attend a Welcome Back meeting** with your Director of Studies at the start of the semester.
- **Meet with your Academic Advisor** within two weeks of the publication of your examination results. Your Advisor will help you to think about your progress and to identify your strengths and weaknesses.
- **Attend any meetings that specifically designed to support students from particular backgrounds, for example, LIC entrants or BTEC entrants** - We understand that students from non-traditional entry routes face different challenges to students from more traditional entry routes and this is an opportunity to raise and discuss them so that we can enhance the support we provide.
- **Attend a module registration meeting** - This will take place mid-semester and will be an opportunity to learn more about the modules that are available you in the second year of study and the academic expectations that are in place at the next level of study.
- **Attend a Study Abroad meeting** - If you are participating in Study Abroad, make sure you attend the induction meeting at the end of semester two to ensure that you are fully briefed about your time abroad.
- **ULMS Extra** – you should continue to attend as many ULMS Extra sessions as you can on Tuesday afternoons.
- **Don’t forget to complete our end-of-year programme survey** - This gives you an opportunity to reflect on your first year of studies and your own development, and to provide feedback on your experiences and ways in which we might develop our Undergraduate provision further.
- **Keep checking your university emails** during the summer in case we send you important information!

**YEAR TWO**

In your second year of study, you will start to build upon the foundations you created in your first year to start to deepen your understanding of economics and business. It’s also a great time to start to develop your personal skills, perhaps by taking on a role as student representative for the first time,
or taking on a role as a Student Society Officer. Students on the Year in Industry will spend time preparing for their placement year by applying for jobs and attending interviews.

At the start of the second year, we also welcome students from our partner University, Xian-JiaoTong-Liverpool University (XJTLU), who join us from Suzhou, China, to complete their degree studies. XJTLU students spend two years studying in China before transferring directly into year two at Liverpool to complete their BA Business Economics studies.

Upon successful completion of your second year, you will be able to:

1. Demonstrate knowledge and critical understanding of the well-established principles of Business Economics, and of the way in which those principles have developed within the context of Business Economics.

2. Demonstrate ability to apply underlying concepts and principles outside the context in which they were first studied.

3. Demonstrate knowledge of the main methods of enquiry in Business Economics relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in Business Economics.

4. Demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

5. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

6. Effectively communicate information, arguments and analysis in a variety of forms, and deploy key techniques of the discipline effectively.

7. Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

**Year two, semester one**

Students often tell us that there is a “step up” from first year study to second year study and that they can find this difficult. There is lots of support available to students to help cope with this development and it’s important that you engage with this fully, particularly as this year counts as 30% of your overall degree classification (20% for Year in Industry students), and the marks you achieve can have a real impact on the quality of the degree you are awarded. During the first semester of year two, you should:

More information about each module is available in our Electronic Module Catalogue: https://www.liverpool.ac.uk/intranet/management-school/student_support_office/continuing/

During the first semester of year two, you should:

- **Attend the “welcome back” meeting with your Director of Studies during the first week of the semester** - You’ll be provided with a full introduction to the year and gain an understanding of the University’s expectations of you at this stage of your studies.
If you are an XJTLU entrant, it’s essential that you attend all induction sessions during Welcome Week and a second session later on in the semester - This will help you to understand some of the differences you may encounter between study in China and study at Liverpool. It’s also a good opportunity to provide feedback on the transition between China and the UK, so that we can understand your experience better and work to enhance the support we provide.

Meet with your Academic Advisor early in the semester to talk about your academic performance to date and your plans for the future.

*Attend Academic Study Skills sessions to help improve your academic performance - ULMS offers a wide range of support, including report-writing, reading for academic purposes and time management.

*Attend ULMS Extra sessions on Tuesday afternoons - As well as helping your own personal development and providing an opportunity to consider possible career pathways for the future, it’s a great chance to meet other students and develop a sense of community in the School.

*Study Abroad - Students who are participating in Study Abroad in the second semester must attend an induction briefing.

*If you haven’t already done so, start to make use of the University’s award-winning Careers and Employability Service - It’s time to start thinking about your post-graduation plans, whether this be finding employment or moving on to Postgraduate study.

*These activities can contribute towards the ULMS Employability Award and your HEAR (Higher Education Achievement Record), both of which are viewed positively by employers. Find out more about these on pages 46-47.

Year two, semester two

The second semester of the second year is key period for students for planning “Life after Liverpool”. If you haven’t already started to make use of the University’s Careers and Employability Service, it’s time to do so. Trained advisors can help you consider your career options and can offer advice on preparing your CV. If you’re considering postgraduate study, they can also offer guidance on how to research the courses and opportunities that best meet your needs.

During the second semester, you should:

Meet with your Academic Advisor within two weeks of the publication of the semester one examination results - They can help you to recognise where your strengths lie and where you might benefit from some further academic support through our Study Skills sessions. It’s really important that your Advisor has the opportunity to get to know you – remember, they will be writing your references shortly!

Attend a module registration meeting - This will take place mid-semester and will be an opportunity to learn more about the modules that are available you in the final year of study and the academic expectations that are in place at the next level of study.
If you have been overseas during the first semester, attend the Study Abroad de-briefing session with the Study Abroad Officer - This is a valuable meeting to help you re-orientate for your studies here at Liverpool.

*Extra-curricular sessions* - Attend ULMS Extra and Academic Study Skills sessions.

**Year in Industry students should attend briefing sessions held at the end of the semester** - These are essential in helping you to prepare for your placement year and the assessments you will be completing whilst you are working.

**Year in Industry students should come along to the Placement Conference at the end of the semester** - You’ll be able to hear first-hand from students who have just completed their placement year, and to network with a range of employers. Look out for your invitation in your email account!

**Don’t forget to complete our end-of-year programme survey** - This gives you an opportunity to reflect on your second year of studies and your own development, and to provide feedback on your experiences and ways in which we might develop our Undergraduate provision further.

**PLACEMENT YEAR (BA Business Economics with a Year in Industry only)**

Year three is the final year of study for those on BA Business Economics, and the placement year for those on the Year in Industry programme. Students will attend a briefing session with the Director of Placements and will be issued with a detailed Placement Year Handbook before they go to their employer.

“The placement was massively beneficial to my personal development, as not only did it allow me to gain 12 months of valuable working experience that I could use on my CV and LinkedIn profiles. It helped me build and develop my self-confidence, and allowed me to improve a large array of skills within a challenging yet enjoyable environment.”

Year in Industry student, ULMS Placement Survey, 2015-16

**FINAL YEAR**

BA Business Economics students complete their final year of study in year three, whilst those who have undertaken a placement complete their final year in their fourth year of study.

Your final year enables you to apply the theoretical knowledge you’ve gathered in your previous studies and apply it to specific business scenarios. You are able to choose more optional modules in your final year, allowing you to pursue areas of study that are of particular interest to you, or which you feel will be of most benefit in your career plans.

You’ll balance your study time with time spent applying for jobs or postgraduate courses, and time at interviews. Do make good use of the Careers and Employability Service this year – they can help you identify potential employers, prepare good applications and CVs and work on your interview techniques.
Upon successful completion of your final year, you will be able to:

1. Explain and evaluate the disciplines related to the study of business, economics and the working of markets.
2. Apply appropriate analytical and quantitative techniques.
3. Analyse current issues and problems in business and industry.
4. Recognise and/or explain how economic incentives influence the behaviour of economic agents.
5. Use and interpret verbal, graphical, mathematical and/or statistical representations of economic concepts and models.
6. Use economic principles, concepts and techniques to discuss and analyse government policy and national economic performance.
7. Explain and apply core principles and techniques for understanding at least one of the following:
   a) the sources, uses and management of financial resources and the use of accounting and other information systems for management applications (Accounting and Finance Pathway)
   b) globalisation, economic development and their strategic and management implications for firms (International Business Pathway)

**Final year, semester one**

During the first semester of your final year, you should:

- **Attend a “welcome back” meeting at the start of the semester** - Your Director of Studies will talk about the academic expectations for the year and talk about the support the School and the University can offer as you prepare for life after graduation;
- **Returning Year in Industry students should also attend a re-orientation day just before the start of the semester** - Some placement students have told us that they find it difficult to adapt to University life again after spending a year in the world of work, and so the School has developed this event to help students as they return to their studies.
- **Meet with your Academic Advisor** - Hopefully you will by now have established a good relationship with your Advisor, and he or she will have good advice for you about your academic performance and how you might enhance it further. Your Academic Advisor will also provide your reference for jobs or postgraduate programmes, so do keep in touch with them!
- **Study Abroad** - Students who spent semester two of their second year overseas as part of the Study Abroad programme, or who spend a year studying in China, should attend a de-brief session in the first week or two of the semester to talk about their experience abroad.
- **ULMS Extra sessions continue throughout your final year of study** - These give an opportunity to learn about particular employers and different career opportunities, develop
your personal skills and take part in business games and challenges. These can really enhance your CV!

*These activities can contribute towards the ULMS Employability Award and your HEAR (Higher Education Achievement Record), both of which are viewed positively by employers. Find out more about these on pages 46-47.

Final year, semester two
During your final semester, you should also:

✓ **Look out for your invitation to complete the National Student Survey** - This is an independent survey of final year undergraduate students at all UK universities, run by Ipsos-Mori. It’s your chance to give feedback about your experience here at Liverpool and the Management School. We take it very seriously, and the comments of previous cohorts of students have influenced the development of our programmes and support here at ULMS for many years. The survey usually runs from late February until mid-April.

✓ **Register with the University’s Alumni Service at [https://alumni.liverpool.ac.uk/](https://alumni.liverpool.ac.uk/)** - Registering with the Alumni Service is a great way to keep in touch with the University and to hear about new developments. You’ll have the chance to attend events and reunions in Liverpool and world-wide, receive a regular magazine and enjoy benefits and discounts from a wide range of services. And it’s all free!

✓ **Celebrate your graduation with us!** As well as attending your formal graduation ceremony, you’ll also be invited to celebrate with your family and friends at an event hosted by ULMS, at which our final year prizes are awarded.
Our 2017 Business Economics graduates are pursuing careers in a wide range of fields including finance, investment, financial planning and business operations. Others are studying postgraduate degrees in areas such as economics, management and finance. Where will your degree take you?
SCHOOL PRIZES

Management School students have the opportunity to win a range of prizes during their three years of study. Prizes may be academic and awarded to a student achieving high grades in a particular area, or may be awarded on a competitive basis, with entries invited from students across the School.

The School’s current prizes and competitions include:

Certificate of Achievement – awarded to first year students who achieve a year average of 70% or higher.

Student of the Year – awarded to one student from each programme in years one and two, this £50 prize recognises the student who has achieved the highest year average for their programme. One prize is awarded for both the three and four year versions of the programme.

Director’s Prize – awarded to final year students achieving the highest honours average on each programme. One prize is awarded for both the three and four year versions of the programme.

Outstanding Contribution to the School – awarded to final year students only, this prize recognises a student who has made an outstanding contribution to the mission of the Management School. Nominations for this award are made by members of staff across the Management School.
PROFESSIONAL ACCREDITATION AND RECOGNITION

Some of our programmes and modules are recognised by professional bodies. This means that you may be eligible for exemptions from professional qualifications after graduation.

The School is constantly reviewing and developing its links with professional bodies and your Director of Studies will be able to provide you with the latest information. Students who are considering participating in the Study Abroad programme (i.e., are considering spending a semester of their second year studying at an overseas university) should be aware that this is likely to affect the number of exemptions they can apply for after graduation. Professional institutions only recognize the School’s own modules, and any exemptions that they grant in relation to ULMS’ modules do not extend to equivalent modules offered at partner universities. For further guidance, please consult your Director of Studies.

Students can claim up to four exemptions from ACCA papers (Association of Chartered and Certified Accountants), dependent on module choices and grades. See [http://www.accaglobal.com/uk/en/qualifications/apply-now/exemptions.html](http://www.accaglobal.com/uk/en/qualifications/apply-now/exemptions.html) for guidance.

You should be aware that accreditation and recognition is at the discretion of the professional bodies and that the School is unable to guarantee that you will be awarded exemptions.

Many professional bodies in addition to those listed above will grant graduates advanced standing to their qualifications, or will consider exemptions on a case-by-case basis. Their websites can provide you with more information. These organisations include:

Chartered Institute of Personnel and Development (CIPD) - [http://www.cipd.co.uk/](http://www.cipd.co.uk/)
Institute of Financial Services (IFS) - [http://institute.ifslearning.ac.uk/](http://institute.ifslearning.ac.uk/)
Chartered Insurance Institute (CII) - [www.cii.co.uk/](http://www.cii.co.uk/)
Institute of Chartered Secretaries and Administrators (ICSA) - [https://www.icsa.org.uk/](https://www.icsa.org.uk/)
Chartered Institute of Public Relations (CIPR) - [http://www.cipr.co.uk/](http://www.cipr.co.uk/)
Institute of Logistics and Transport (IOLT) - [https://www.ciltuk.org.uk/](https://www.ciltuk.org.uk/)
Chartered Institute of Management Accountants (CIMA) – [www.cimaglobal.com](http://www.cimaglobal.com)
Institute of Chartered Accountants of England and Wales (ICAEW) – [www.icaew.com](http://www.icaew.com)
SCHOOL ACCREDITATION

In addition to pursuing programme-level professional accreditation, which enables students to claim exemptions or advanced standing in relation to professional qualifications after graduation, the School also seeks accreditation opportunities at the School level. Not only does such accreditation and recognition raise the profile of the School at the international level, the work we do to achieve it directly impacts on the quality of our teaching and research and the overall experience of our students.

School-level accreditation includes:

AACSB (Association to Advance Collegiate Schools of Business)

In November 2012 the Management School was awarded the prestigious international AACSB Accreditation, which provides evidence that our mission statement drives our work in the school. The accreditation represents the highest achievement for an educational institution and its college of business. Only five per cent of business schools worldwide have been awarded the accreditation.

AACSB Accreditation Standards require a high quality teaching environment, a commitment to continuous improvement, and curricula responsive to the needs of businesses. This achievement means that not only has the Management School met specific standards of excellence, but has also made a commitment to on-going improvement to ensure that the institution will continue to deliver high quality education to its students. Our AACSB continuous improvement review will take place in 2017/2018.

AACSB-AccREDITED

AACSB-Accredited Schools produce graduates that are highly skilled and more desirable to employers than other non-accredited schools. AACSB accreditation standards require the School to assess that learning goals have been met for all programmes. This requires us to sample student work on a regular basis. This process is not related to marks awarded. The assessment of learning goals process allows us to continually improve our programmes of study.

PRME – Principles for Responsible Management Education

The mission of PRME is to transform management education, research and thought leadership globally by providing the Principles for Responsible Management Education framework, developing learning communities and promoting awareness about the United Nations’ Sustainable Development Goals.

The Six Principles of PRME provide structure for academic institutions to advance social responsibility through incorporating universal values into curricula and research. They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

For more information about PRME, go to https://www.liverpool.ac.uk/management/about/prme/
KEY CONTACTS

Student Support Office

Your first point of contact for general Undergraduate queries should be the Student Support Office on the ground floor of the Management School. Staff here can help you with any queries relating to your experience as a student, and can direct you to further support and help should you require it. The Student Support Office is open Monday – Friday, 9.00am – 4.30pm. Staff can also be contacted by email at ulmsugeng@liverpool.ac.uk or by telephone on 0151 795 3007.

Director of Studies

Directors of Study are responsible for the overall design and development of your programme. You should contact them for advice about such issues as choosing modules or if you have concerns about your programme. The Directors of Study oversee both the three year programme and its equivalent four-year Year in Industry version.

Your Director of Studies is Dr Emma Apps. Emma can be contacted at E.Apps@liverpool.ac.uk, tel.: 0151 795 2554.
Hello everyone, I am Dr. Emma Apps, your Director of Studies for the BA. Business Economics programme. It is my pleasure to welcome you to the University of Liverpool Management School and I look forward to working with all of you throughout your time here. In addition to being the subject lead, I also teach across a variety of subjects including quants for Accounting and Finance, Securities Markets and Business Finance. Utilising my research and extensive prior work experience in the banking sector and capital markets, I seek to enhance your student experience and provide additional support throughout your studies.

**Associate Dean (Undergraduate Programmes)**

Liz Crolley is the Associate Dean (Undergraduate Programmes) and she oversees the undergraduate student experience in the Management School. You should contact her if you have any concerns about your experience in the Management School. Liz can be contacted at lcroley@liverpool.ac.uk or by telephone on 0151 795 2554. She is located in room SE15.

**Director of Placements**

The School’s Director of Placements is Julia Hodgson and she is a key contact for all students on the Year in Industry programmes. In conjunction with staff from the University’s Careers and Employability Service, Julia offers support and guidance to students preparing for and seeking placements as part of their degree programme, and approves all placement destinations. Julia can be contacted at j.hodgson@liverpool.ac.uk and at 0151 795 3812. Julia is supported by Sarah Agate, Sandra Hughes and Julie Gardner. They can be contacted about any general queries you may have about your placement and the Year in Industry programme and provide an essential link between students and the University during the placement year itself. They are the first point of contact for any placement related queries can be contacted at:

ulmsyini@liverpool.ac.uk

**Student Learning and Teaching Support Officers**

The school has a team of Student Learning and Teaching Support Officers who can help if you are experiencing serious difficulties with any aspect of University life. The Learning and Teaching Support Officers are able to provide advice and support with welfare and pastoral concerns ensuring that you are guided to the most appropriate specialised support for your needs. They also provide study support to all students via weekly ULMS Study Skills sessions as well as offering one-to-one study support appointments for more individual or specialised study issues.
Contact us

The team provides a regular drop-in service 10am-12pm, Monday to Friday. To request an appointment for pastoral and welfare support, please email ulmsltso@liverpool.ac.uk.

Information regarding study skills support, including listings of upcoming study skills sessions (see below) and links to VITAL, can be found on the student intranet - https://www.liverpool.ac.uk/intranet/management-school/. Exclusive to the Management School, all students have access to the ULMS Study Skills module on VITAL which is designed to support students with developing their study skills. All you have to do is click on the link on your list of courses. To request a one-to-one study support appointment, please email ulmsltso@liverpool.ac.uk.

Academic Advisors

Every student has an Academic Advisor who provides appropriate support to help students fulfil their academic potential during the course of their studies. You can find the name of your Academic Advisor (sometimes called a Personal Tutor) via the Liverpool Life portal. Your Academic Advisor will meet you when you begin your studies at ULMS, and you can make appointments to meet with him or her throughout the course of your programme to discuss your progress.

Your Academic Advisor will write your reference for employment/further study in your final year, so it is essential that you enable him or her to get to know you over the course of your studies by arranging to meet regularly.

ULMS has produced a guide for students to help them get the most out of their relationship with their Academic Advisor. Turn to page 36 to read more.

Student representatives

Student representatives are elected by their peers each year to represent the views of the student body at meetings with the staff of the school. If you have a general concern about your studies that you would like them to raise with the school, do contact them with your views.

You can contact all representatives through your VITAL programme page. You can also raise issues for them through a programme discussion board on that page.

For further information about student representation at the Management School, see page 44.

Senior Undergraduate Tutor
Lewis Gordon is the School’s Senior Undergraduate Tutor, and can be contacted at lw.gordon@liverpool.ac.uk, telephone 0151 795 3531. Staff in the Student Support Office, the Student Learning and Teaching Support Officer (Pastoral and Welfare) or your Academic Advisor should be your first point of contact if you are experiencing personal or health issues that you feel are affecting your studies, but Lewis is also able to offer help and advice. Lewis oversees the School’s Extenuating Circumstances procedures for Undergraduate students, and also chairs Progress Boards at the end of each assessment session.

**Module Leaders and other Academic Staff**

Each module has a designated module leader. Contact details are provided in the module handbook posted on VITAL, and through the staffing list on the ULMS website at: https://www.liverpool.ac.uk/management/staff/

Academic staff are all highly qualified in their area and research-active. The reputation of the University – and value of your degree – depends not only on our students and teaching but also on the research profile and engagement of our academic staff beyond the University. Your academic staff will tell them something about their work when they introduce themselves.

Information about each module can be accessed via the Electronic Module Catalogue on the School’s student intranet at: https://www.liverpool.ac.uk/intranet/management-school/student_support_office/continuing/. Any questions relating to the academic content of an individual module should be directed to the module leader in the first instance.

**Study Abroad Officer**

Johnathan Green administers the Study Abroad programmes on behalf of ULMS. You can contact Johnathan to learn more about opportunities to study overseas for a semester or at a summer school, or even to spend a whole year in China.

Johnathan Green: John.Green2@liverpool.ac.uk

**Liaison Librarian**

The Liaison Librarian for the Management School is Nicola Gregory (nicola.gregory@liverpool.ac.uk). Nicola provides training for students in how to use the Library in various modules and through Welcome Week, as well as throughout the rest of the year.

If you are having difficulties accessing any information in the library, or need advice on how to use its services, you can make an appointment by accessing the University Library Libguide: http://libguides.liverpool.ac.uk/management-school
Health and Safety Information

Student health and safety is very important to us – it is one of the University’s highest priorities. We are committed to providing you with a safe learning and living environment but we can only achieve this if we have your full support. In the same way we expect all our staff to work to high safety standards, we ask that you take health and safety seriously by:

- Taking reasonable care for the health and safety of yourself and others;
- Acting in accordance with University safety rules.

As a minimum you should:

- Familiarise yourself with fire procedures in buildings, including what to do if you discover a fire, what to do if the alarm sounds and where to assemble should you have to evacuate a building.

In the Management School a fire bell test takes place every Tuesday at either 10AM in the Chatham Building or 2PM in the Brett Building. The bells will sound for a maximum of 20 seconds. However, should the alarm bells fail to stop you are required, as at all other times, to evacuate the building immediately and go to the assembly point which is in front of the Sydney Jones Library and next to Abercromby Square.

- Know that if you are involved in an accident or incident that you must report it. Use the form available at [https://www.liverpool.ac.uk/intranet/safety/reportanaccident/](https://www.liverpool.ac.uk/intranet/safety/reportanaccident/) to do it. Accidents should be reported as soon as possible and within 5 working days.

In cases of medical emergency call the emergency number if life is under threat. Send for, or ask for help from the Reception Desk or Student Support Office.

- Know the number to use in an emergency to call for fire, ambulance or police. On the University telephone system call 2222. On a personal mobile call 0151 794 2222.

- Follow any health and safety instructions that are provided to you.

There is a lot more information available in the Student Safety Code of Practice accessible at [https://www.liverpool.ac.uk/intranet/management-school/safety/](https://www.liverpool.ac.uk/intranet/management-school/safety/)

If you have any problems or questions about any aspect of health and safety please bring them to the attention of the Reception Desk, Student Support Office or Departmental Safety Coordinator (Simon Blackman ulmssafe@liverpool.ac.uk; 0151 795 3108)
SUPPORTING YOU

University offers a whole new experience to young people, educationally, socially and culturally. Our students come from a wide range of backgrounds and adapting to the new environment can be challenging. It can also be one of the most exciting and fulfilling times of your life!

This section of the handbook will outline some of the support and opportunities that are available to you to help you make the most of your time at ULMS.

ULMS Academic Support

Throughout your University career, you will have opportunities to build and develop your skills for learning. Your tutors may identify areas that you need to develop and also highlight a range of resources for you to use. Our support includes:

<table>
<thead>
<tr>
<th>Support</th>
<th>How will this help me?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Academic Skills Support</td>
<td>The School’s Learning and Teaching Support Officers run workshops every Tuesday afternoon which are designed to help students develop and improve the skills needed for academic success. Workshops cover a wide range of topics, including reading for academic purposes, referencing, preparing for exams and report writing. Look out for details in the newsletter or on your VITAL programme page.</td>
</tr>
<tr>
<td>One-to-one Academic Support</td>
<td>The Learning and Teaching Support Officers also offers appointments to students who would like support with a particular academic skill. To request a one-to-one study support appointment, please email <a href="mailto:ulmsltso@liverpool.ac.uk">ulmsltso@liverpool.ac.uk</a>. If you need support with something relating to your module syllabus, please contact your module leader.</td>
</tr>
<tr>
<td>Maths Clinics</td>
<td>If you haven’t studied maths for a few years and need a refresher, or if you’re struggling with a particular maths concept, come along to our ULMS Maths Clinic for advice. The clinics are run by our PGR students on an informal basis – just call in at the time advertised on your VITAL programme page and they’ll be able to help.</td>
</tr>
<tr>
<td>On-line support</td>
<td>The University’s interactive learning website, iLearn, has been designed to help you to develop your study skills and has some great resources. Find out more at <a href="http://www.liverpool.ac.uk/ilearn">www.liverpool.ac.uk/ilearn</a>. It even offers an on-line skills diagnostic tool to help you identify your own strengths and weaknesses.</td>
</tr>
<tr>
<td>Learn Higher</td>
<td>Another useful on-line resource is the LearnHigher website at <a href="http://www.learnhigher.ac.uk">www.learnhigher.ac.uk</a>. The University of Liverpool has been a key partner in helping LearnHigher build its resources for higher education students.</td>
</tr>
<tr>
<td>The Library</td>
<td>As well as offering traditional resources such as books and journals, the Library is a great place to find academic support. Take a look at their KnowHow pages at <a href="http://libguides.liverpool.ac.uk/KnowHow">http://libguides.liverpool.ac.uk/KnowHow</a> for on-line help and details of workshops.</td>
</tr>
<tr>
<td>The English Language Centre</td>
<td>The English Language Centre support international students with their spoken and written English. Teams of highly qualified, dedicated teachers provide free classes to all international students studying at the University. Although the classes are not compulsory, we strongly advise students to attend as this can make a significant contribution to your programme performance and help you achieve your academic potential.</td>
</tr>
</tbody>
</table>
ACADEMIC ADVISORS

In ULMS we aim to provide excellent support for our students. Our Academic Advisor system is one part of that support. As a student at the University of Liverpool Management School you are allocated an Academic Advisor who is responsible for providing support to help you fulfil your academic and employability potential. It is a very important relationship for you to develop over your time here as the more your Academic Advisor gets to know you and your ambitions and motivations the more focused the help and advice they can offer you.

As far as Academic Advice is concerned for Undergraduate students this academic year, (2018 / 2019) it falls into three categories:

a) New first year students.

b) New XJTLU students coming to Liverpool for the first time.

c) All other second and final year students.

a) New first year students:

In a new initiative this academic year, as a first year Undergraduate student you will meet your Academic Advisor in either a Professional and Academic Skills Module that is usually taught in the first semester of year one or in a group meeting that will be held very early in the 1st semester. In these sessions, you will get to know your Academic Advisor, what they do and how they can help you.

This new system of support has been designed to help you achieve your full academic and employability potential and has been introduced to further develop our student support and welfare programmes. The new initiative has also been based on student and staff feedback.

b) New XJTLU Students:

If you are an XJTLU student coming into the Management School for the first time you will be told how to find your Academic Advisor in Welcome Week sessions. You should then make contact with your Academic Advisor by e-mail once you know who they are and do so as soon as you can in the first couple of weeks of the programme.

c) All other second and final year students:

You will normally keep your Academic Advisor throughout all years of study, so if you are in this group of students you should continue to meet your Academic Advisor as normal.

What follows are some useful notes on how to make the most of the time you will have with your Academic Advisor and set out the way you can develop your relationship with your Academic Advisor in the most beneficial way.

“My academic advisor was willing and able to meet with me within the first two weeks of university. All lecturers were very fast when replying to emails.”

Anonymous student, ULMS Undergraduate Survey, 2016-17
Check the name of your Academic Advisor

The details of your Academic Advisor can be easily accessed through Liverpool Life.

If you don’t appear to have an Academic Advisor, or you think the name of the Academic Advisor in Liverpool Life may be wrong, please visit the Student Support Office on the ground floor of the Management School or email ulmsugenc@liverpool.ac.uk and staff will be happy to help.

What do Academic Advisors do?

The University’s Handbook for Academic Advisors lists a range of support that Academic Advisors can help you with and these include:

- Fostering a sense of community by promoting contact between staff and students;
- Monitoring and supporting individual students in their academic and employment development;
- Supporting individual students’ academic progress by offering timely advice;
- Providing encouragement to individual students to develop their skills for self-management and employment.

In the Management School (ULMS), Academic Advisors also provide references to their students for employment and further study. For them to do this in a meaningful way, it is essential that you enable your Academic Advisor to get to know you and to understand your strengths and aspirations over the full period that you are studying at Liverpool. Please do not wait until your final year of study to meet with your Academic Advisor for the first time!

When do I meet my Academic Advisor?

First year students will meet their Academic Advisor in the first couple of weeks of the year either in a taught module session or in a group session. Both of these types of meeting will be on your timetable. In these meetings you will be part of a group, with the Academic Advisor seeing all his or her Advisees at the same time. If you are not a first year student, (so XJTLU students coming to the Management School for the first time) you should contact your Academic Advisor and set up a time and a place to meet.

You will meet your Advisor again on an individual basis throughout the academic year. Some Academic Advisors contact their Advisees to arrange to meet, others prefer students to instigate the meeting. Check which approach your Advisor prefers. If they don’t arrange a meeting with you, make sure that you are pro-active in making contact!

What happens at the meetings?

Our Academic Advisors are provided with guidance notes for the structure of each meeting with Advisees. These have been carefully considered by the University in relation to each stage of a student’s academic progress through our Undergraduate programmes. However, if you want to talk about other issues, please don’t feel restricted by this. These are your meetings, and you can talk about anything that is of importance to you.

Broadly, you can expect to discuss the following at the meetings:
Year one:

First meeting

- This will introduce the role of the Academic Advisor to you and will provide a first opportunity for you to get to know each other, including discussing your motivations for study and your initial expectations. You will usually meet your Advisor along with other students. Advisors will also discuss the important objectives you need to work on to improve your academic capability and your employability.

During Semester One:

- You will have opportunities to meet your Academic Advisor either in a group or by organising a one to one meeting with them during the semester to check that you are settling in well and to identify any additional support you might require. You may have received some feedback on your academic work by the time you set up a meeting and so you can talk this through with your Academic Advisor as well. Keeping in touch with your Academic Advisor is important so please make time to do so.

Semester Two

- This is an opportunity to discuss your progress with your Academic Advisor, following the release of examination results. He or she can help you to understand your strengths and weaknesses and to identify support that is available to help you with your academic development. Your Advisor will also use the meeting to encourage you to think about your future plans and to consider the development of your employability skills. This is usually a one-to-one meeting and discussions are confidential.

Year Two

Beginning of the academic year

- Your Advisor will hold a meeting at the start of the academic year, often as part of a group. These meeting will usually discuss issues such as your last year’s academic performance and your plans for development in the second year. In particular the meeting can discuss what you are doing and planning to do to develop your academic and professional skills further.

Throughout second year

- You should meet with your Academic Advisor independently at least once each semester during your second year. Your Advisor will continue to support your progress as an independent learner and to encourage you to consider your personal development and future employability.
**Final year**

- **Beginning of the academic year**
  - The areas that you explore with your Academic Advisor in year two will continue to be considered into year three. Your Academic Advisor will also use the meetings you have to remind you of the importance of applying for jobs and/or postgraduate study at the earliest opportunity. They will also discuss the importance of maintaining your independent learning style and how to manage your time properly in what will be a busy and stretching year.

- **Throughout final year**
  - You will meet with your academic advisor at least twice during the remainder of the academic year in order to maximise your chances of achieving your potential academically as well as to support you in your career development.

**What happens if my Advisor leaves the School?**

If your Academic Advisor leaves the University permanently, you will be assigned a new Academic Advisor. If your Advisor is absent for a specific period of time, such as a semester to undertake research, then you will not be allocated a new Advisor. You should instead contact your Director of Studies for all the support that you would have received from your Academic Advisor. If you have any questions about your assigned Advisor, please visit the Student Support Officer or email ulmsugenq@liverpool.ac.uk.
ULMS Welfare Support

As well as ensuring that you are supported academically, the Management School is keen to ensure that all our students have the right welfare and personal support to help them succeed in their studies. Much of this support is offered by central university services. Staff at ULMS are trained to help you find the services that you need.

General advice and guidance

Staff in the Student Support Office are also able to provide general advice and guidance. The Office is located on the ground floor of the Management School and is open Monday – Friday, 9.00am – 4.30pm. Emails can be sent to ulmugsenq@liverpool.ac.uk.

ULMS Learning and Teaching Support Officers

Our Learning and Teaching Support Officers can help you if you are experiencing serious difficulties with any aspect of University life. They can provide advice and support if you have welfare or pastoral concerns, ensuring that you are guided to the most appropriate specialised support for your needs. They can also discuss any personal issues that you are experiencing which may be affecting your University life, but please be aware that they do not provide a student counselling service. All discussions they have with students are treated in confidence.

Contact the Learning and Teaching Support Officers at ulmsltso@liverpool.ac.uk or call at the Student Support Office on the ground floor of the Management School to make an appointment.

University Counselling Service

The Counselling Service is here to help you address personal or emotional problems that get in the way of realising your full academic and personal potential. It is free of charge and confidential.

For further information about drop-in services, groups and workshops and personal appointments, go to https://www.liverpool.ac.uk/studentsupport/counselling/

Disability Support

The Learning and Teaching Support Officers (LTSOs) are the school’s Disability and Dyslexia Contacts. The role of the Disability and Dyslexia Contacts is to liaise with the central Disability Advice and Guidance Team to ensure that any specific requirements and recommended adjustments are implemented within the School. If you think you may need support due to a disability or specific learning difficulty you should first contact the central Disability Advice and Guidance Team at disteam@liverpool.ac.uk or call them on 0151 794 4714. Alternatively you can attend their drop in service between 1pm and 2.30pm or browse the general information available at https://www.liverpool.ac.uk/studentsupport/disability/
If you have already been in contact with the central Disability Advice and Guidance team and for any reason your support is not yet in place, please contact the Learning and Teaching Support Officers at ulmsitso@liverpool.ac.uk

Peer Mentoring

Peer Mentoring has been embedded into the Academic Advisor Programme to give first year students the opportunity to receive support from a fellow student who is a little further along in their journey towards graduation. Peer Mentors use their experience to help new students settle in to life in Liverpool and get practical advice about the range of services and activities available during their time here.

All first-year Undergraduate students are assigned to an Academic Advisor group where they will get lots of useful tips on how to get ahead in their studies, and important information on coursework, revision, exams, module choices and much more. Each group will also have two or more Peer Mentors who will hold drop-in sessions for students to pop in and get some quick advice or find out about other support services available in the School and across the University.

For further information on Peer Mentoring at ULMS please contact Daniel Marfany at dmarf@liverpool.ac.uk or speak to your Academic Advisor.

Peer Assisted Learning (PAL)

These are informal, and purely voluntary, sessions linked to specific modules (mostly maths based) on each programme. They will take the form of a group study session, with guidance from one of our PAL Leaders. These leaders are students who have taken the modules in previous years. The PAL Leaders cannot teach new material or help you with assessment, but they are there to guide you through existing material which you may be finding challenging and help you to deepen your understanding of the subjects. Dates and times for PAL sessions will be advertised at the start of the year.

Careers Advice and Support

The University’s award-winning Careers and Employability Service offers extensive help and support to students, whether they are planning for a career after graduation, or considering further study.

At the time of going to press, the Service is located in the Alsop Building (750 on the campus map). Its support includes a regular programme of events led by leading employers, 1:1 support to help you develop your interview skills, advice on preparing CVs and applications, support to help you identify the right employer or postgraduate course to meet your future ambitions, and much, much more. Visit their offices or log on to their website at https://www.liverpool.ac.uk/careers/ today – it’s never too early to start planning!

“I have received good academic support from both my academic advisor and the careers service when I’ve needed assistance.”

Anonymous student, ULMS Undergraduate survey 2016-17
COMMUNICATING WITH YOU

Good communication is essential to a successful student experience and ULMS makes wide use of email and on-line services in order to deliver information and messages to over 3000 students a day. It’s also really important that our students know how to contact us, so that we can act quickly when you have a concern.

This section explains the various ways that the School and its students can contact each other, and details some of the opportunities we provide for you to provide feedback to us, including our systems for student representation.

Email

Incoming students are provided with a University email account and once your registration is completed, all University communications will be sent to this account. It is very important that you check this daily during term-time, and also regularly during vacation periods.

We recommend that you contact us via email in the first instance, however if you feel your query requires an urgent response then you can always visit the Student Support Office in the Management School between the hours of 9.00am – 4.30pm, or visit your module leader/Academic Advisor during office hours.

If you do email academic staff or professional services staff, please do so only from your University email account. Write in a professional, polite style, and remember to use an appropriate greeting and sign-off in all mails. Remember too that staff are often away from their emails for large parts of the day – but we should always be able to respond to you within three working days.

When contacting the School Student Support Office, it is important to indicate your student ID number, which degree programme you are on and your year of study in all communications. In a School with over 3000 students, this will help us to identify you more easily and respond to your enquiry.

Academic and Professional Services staff will generally respond to emails during normal working hours, i.e. 9.00am – 5.00pm Monday to Friday, not including weekends.

Please try to find information in this handbook or through the School or University web pages in the first instance; if you cannot find what you are looking for, let us know so that we can post that information for the benefit of other students. The School Student Support Office will also be able to answer many of your non-academic queries.

VITAL

Each programme and each module has a VITAL page. Students are expected to monitor information concerning their modules on the VITAL network regularly.
Information about your programme will be communicated via your VITAL programme page. Other useful information such as upcoming events or opportunities for students (sometimes including placement or recruitment opportunities) and also Staff-Student Liaison Committee information and minutes are also posted on your VITAL Programme Pages. There is also a discussion board on the page where you can provide feedback about your experience, and contact details for your student representatives.

**School Newsletter**

The newsletter keeps students informed of School news, events and competitions, informs you of how we are developing the student experience in response to your feedback, provides helpful study tips and information and profiles students and graduates. You’ll receive copies by email and via your VITAL programme page.

**School intranet**

The School’s student intranet can be accessed at [https://www.liverpool.ac.uk/intranet/management-school/](https://www.liverpool.ac.uk/intranet/management-school/). The student intranet contains links to the electronic module catalogue, programme specifications, and other important documentation.

**Post**

Sometimes we need to contact you via post so it is important that your school is kept informed of any changes to your address – both term-time and vacation. You can update your details via Liverpool Life. **Please check that your postal details and mobile phone details are accurate and up to date!**

**Telephone contact**

All staff have a direct telephone number and have voicemail. Please note that when telephoning staff on a University telephone, you only need to dial the last 5 digits (e.g. for 7941234 you simply dial 41234). Calls made from outside the University or from a mobile require the full number. If you are dialling from outside the UK, use the prefix +44 (151).

**Facebook/Twitter**

News, events and announcements about the Management School for all staff and students. Like us at “University of Liverpool Management School” and follow us at @UoLManSchool.

VITAL remains the School’s primary tool for supporting student learning on-line and resources relevant to your module or programme will be made available there. Social media will never be used as an alternative to VITAL, but may be used to enhance the student experience. You are not obliged to join social networks if you prefer not to and your decision will be respected. Not all module leaders or Directors of Studies wish to engage with external social networking sites – please respect their preferences also.

The Management School has established social media guidelines for use by both staff and students – please read these carefully and ensure that you use these sites appropriately. These can be found on page 43.
SOCIAL MEDIA GUIDELINES

Social media sites such as Facebook and Twitter offer great opportunities for students and staff to interact beyond the classroom environment. These guidelines have been developed to help you use social media to support your ULMS studies effectively and appropriately. You should read them in conjunction with the University of Liverpool’s Student Guide to Social Media, available at https://www.liverpool.ac.uk/media/livacuk/corpcomms/pdf/Social_media_guide.pdf

When using social media, please remember the following points recommended by the Student Guide to Social Media:

- **Keep it in good taste and make sure it isn’t unlawful** – don’t forget that once it is out there, it is almost impossible to remove, so think before you tweet! Offensive material will almost certainly attract the wrong type of attention and could seriously damage your reputation. It could also result in the University taking disciplinary action.

- **Consider your message, audience and goals** – don’t forget that it’s very difficult to limit who sees what on social media, so bear that in mind before posting content.

- **Be accurate** - mistakes can happen, but try to make sure what you post is accurate

- **Consider the impact** – material posted on social media can have a long-term impact on your employability prospects and reputation. Make sure you consider the consequences before you post.

- **Respect others’ privacy** – don’t include personal information about yourself or others, including other students and University staff.

- **Be aware of copyright and intellectual property issues** – do you need permission to publish the information on your page? Make sure you check before posting because infringement of rules could lead to legal action.

Always remember to:

- **Keep it public** - Where used to support teaching, social media should benefit all students. Please don’t message your module leader or Director of Studies privately if you have an academic query. Post it on the message boards provided so that all students have the opportunity to join the discussion.

- **Use your Student Handbook** – This Student Handbook should be your first point of reference for academic issues and your module handbooks should be the first thing to consult with any module level queries. Both are available on either your programme or module pages on VITAL. Remember that there is a risk of mis-information on social media sites, so make sure you seek expert guidance if you have a query.

- **Language** – Ensure that your contributions can be easily understood and avoid ‘textspeak’ if it could cause confusion. You should ensure that you maintain a more formal tone when communicating with the School and the University through channels other than social media, such as VITAL and emails.
PROVIDING YOUR FEEDBACK TO ULMS

It’s really important that we hear your opinions and views. This helps us to act quickly when things go wrong, develop and enhance your experience, and to understand what we’re doing right so that we can keep on doing it! Here are some of the ways that you can give us your feedback:

Staff-Student Liaison Committees

The School tries to be as open as possible in the way it runs, and students are encouraged to make their views heard. This is not to say every opinion will be acted upon because ultimately academic staff are responsible for using their judgment about how their subject should be taught and assessed. But student opinion will always be listened to and seriously considered.

To facilitate this, staff-student liaison committees are run across the School usually at least once per semester. All students (undergraduate and postgraduate, including joint and combined honours students, both full and part-time taking modules in the School) are invited to stand for election on the appropriate committee and are provided with training and support from the Guild of Students.

Staff-student liaison committees are formal but friendly forums for students to raise issues of general concern about their studies; they cannot deal with matters of an individual or personal nature. They may also be used to consult with students on policy changes, curriculum development, assessment, feedback, etc.
If you are interested in becoming a student representative please contact Chrissie Evans in the Student Support Office: chrisissie@liverpool.ac.uk, 0151 795 3618 (currently on maternity leave please contact Misha Jones: misha94@liverpool.ac.uk, 0151 795 7393). Elections (where required) are normally held at the start of the academic session and students may serve as representatives for one year or throughout their studies if they wish.

**Representation on Committees**

There are committees at Faculty and School Level and both include student representation on their membership. Committee reps are usually recruited through the SSLCs and you will hear more about these opportunities at the first SSLC. You can also find out more by contacting the Faculty Student Voice Coordinator, Chloe Whittaker: chloew@liverpool.ac.uk, who is based in the Guild and works very closely with staff in the Faculty.

**Other ways a student can get his/her opinion heard**

Your feedback is very important to us and we encourage students to provide their views on their experience here at the Management School. Your feedback helps us to improve our provision and the support we offer and we welcome any comments that you have, whether they are positive or negative.

There are a number of ways in which you can provide your feedback to the School:

<table>
<thead>
<tr>
<th>Communication method</th>
<th>How do I provide feedback?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact your module leader</td>
<td>Often the easiest way to resolve an issue related to a module is to speak to the module leader directly. Academic staff are very willing to receive feedback and are happy to take appropriate action where it is required. All module leaders provide their contact details in the module handbook for the course, together with details of their office hours. If you do have a concern, please contact your module leader as soon as possible. If left too late, it may not be possible to rectify any problems.</td>
</tr>
<tr>
<td>Instant Feedback Facility</td>
<td>You can provide feedback at any time of the year by emailing <a href="mailto:iff@liv.ac.uk">iff@liv.ac.uk</a>. Please include “IFF” in your email header so that it can be easily identified as feedback. Your comments will be forwarded anonymously and considered by Liz Crolley, Associate Head (Undergraduate Programmes), who will investigate the issues you raise and who will provide a written response, including details of any action to be taken as a result. In some cases, the Director may invite you to meet to discuss your comments in more detail.</td>
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</tbody>
</table>
| Module Evaluation             | Towards the end of each semester you will be asked to complete a module evaluation form. This might be on-line, or in hard copy. We take student feedback on modules very seriously, so please take the time to write informed, constructive feedback. Responses are collated, and the module leader uses them to write a report on the module, together with a response to the issues raised by students and, where
appropriate, an action plan for development. The report is published on the VITAL page for the module, and is also considered by the Undergraduate Board of Examiners and Board of Undergraduate Studies.

Most module leaders also provide an early feedback mechanism. This is very popular among our students as they can see the direct results of their feedback almost immediately.

<table>
<thead>
<tr>
<th>Programme Evaluation</th>
<th>At the end of each year students will be asked to complete a Programme Evaluation Questionnaire. At the end of Years 1 and 2 this is an internal survey within the School.</th>
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<tbody>
<tr>
<td></td>
<td>In the spring of the final year of study, this is the National Student Survey (NSS) and the results are disseminated publicly. Programme Evaluation Questionnaires are designed to seek your views about your degree programme as a whole, and may also ask you about the support services that have been available to you, for example the Library, Computing Services, the various offices in Foundation Building and the Centre for Lifelong Learning, with whom you may have come into contact.</td>
</tr>
<tr>
<td></td>
<td>These questionnaires will be assessed by the Student Experience Team Leader for Undergraduate Programmes, and a digest of the comments will be passed to the Director of Undergraduate Programmes and the Directors of Study as part of the annual programme review process.</td>
</tr>
</tbody>
</table>

We are committed to trying to improve the experience of students, but we cannot take action on a particular module unless students make us aware of the problems they are facing. This means that if problems with the overall delivery of a module become evident by week four or five, it is better for you to inform someone then, giving the staff time to take appropriate action, rather than waiting until late in the semester when it is often too late to take much remedial action.
SUPPORTING YOUR PERSONAL DEVELOPMENT

University life isn’t just about studying for a degree. It’s also a great time to make new friends, explore new interests, travel and develop your personal skillset. Graduate employers are interested in well-rounded individuals, not just students with a strong academic record, and there’s lots of support from the School and the University to achieve this.

ULMS Extra

ULMS Extra is a programme of extra-curricular and co-curricular events and activities offered to Management School undergraduate students. The ULMS Extra programme provides students with an opportunity to improve and enhance their employability skills and prospects, develop better business and customer awareness and improve communication and problem solving skills. ULMS Extra sessions are scheduled on a Tuesday afternoon 1-3pm, there are no classes scheduled during this time to allow students to participate.

During 2017-18 the ULMS Extra programme of events included presentations from organisations such as Deloitte, PwC, Severn Trent, Co-operative Bank and Aldi. Students also have the opportunity to attend Study Skills sessions and take part in initiatives such as Cultural Awareness Workshops, the SME Business Challenge and Universities Business Challenge.

Check your emails regularly for details of forthcoming ULMS Extra events and opportunities. If you have any suggestions for sessions that the School could offer for ULMS Extra, please contact extra@liverpool.ac.uk with your ideas – we’d love to hear from you!

For more information see https://www.liverpool.ac.uk/intranet/management-school/undergraduate-extracurricular/ulms-extra/.

“These sessions help increase confidence and employability and serves as finding something other than academic work.”

Anonymous student, ULMS Undergraduate survey 2016-17
HEAR – Higher Education Attainment Record

Your Higher Education Attainment Record or HEAR is a comprehensive record of all your University achievements, including some of the co- and extra-curricular activities that you took part in during your academic studies. It is an employer-led, national initiative. For more information about the HEAR, go to [https://www.liverpool.ac.uk/student-administration-and-support-division/hear/faqs/](https://www.liverpool.ac.uk/student-administration-and-support-division/hear/faqs/)

A number of ULMS activities are recognised for inclusion on the HEAR. To find out more see [https://www.liverpool.ac.uk/intranet/management-school/hear/](https://www.liverpool.ac.uk/intranet/management-school/hear/).

Study Abroad

As part of your degree programme you may have the opportunity to study abroad. Studying abroad has huge personal and academic benefits, as well as giving you a head start in the graduate job market. We share good links with a wide range of worldwide exchange partners, resulting in many opportunities for students. More information is available here: [Study Abroad](https://www.liverpool.ac.uk/intranet/management-school/hear/)

All students, including those registered for Year in Industry programmes, have an opportunity to apply to spend a semester overseas during their second year through the University’s Study Abroad programme. The Management School has links all over the world, and in recent years ULMS students have spent time in China, Denmark, France, Poland, Austria, Australia, Malaysia, Hong Kong and the USA. Returning students rate their time overseas as one of the highlights of their student lives.

Students can also spend a full year studying their degree at our partner University in China, Xi’an Jiaotong-Liverpool University (XJTLU). Students follow the same syllabus they would in Liverpool with all classes and assessments in English. This is different to the Year in China programme, which is outlined over the page.

As well as having an opportunity to travel, experience a new culture, develop language skills and make new friends, the studies completed overseas count towards your degree classification here at Liverpool. The experience can really make your CV stand out.
Megan Purcell (Marketing student) had this to say about her experience abroad:

“What other time in our lives will we be handed these chances to travel, to explore, to expand our knowledge and skills? We are defined by our experiences, our personalities, our motivations and our values”.

First year students interested in Study Abroad opportunities should attend the University’s Study Abroad Fair on 30th October 2018. There will also be an ULMS Extra talk in semester one about the Study Abroad programme when further information will be made available. Information is also available online at: https://www.liverpool.ac.uk/management/undergraduate/study-abroad/.

For further information, visit the Study Abroad website at www.liverpool.ac.uk/goabroad or contact the Management School’s Study Abroad Officer.

Year in China

The Year in China is the University of Liverpool’s exciting flagship programme enabling undergraduate students, from a huge range of departments the opportunity to spend one year at our sister university Xi’an Jiaotong-Liverpool University (XJTLU), following XJTLU’s BA China Studies degree classes. More information is available here: Year in China.

We’re sorry, but the Year in China programme is not available to students on Year in Industry programmes.

Open Languages

Today’s society is increasingly globalised, which means that managing relationships across cultures is often essential for organisations to thrive. Graduates who speak another language are therefore in high demand with business and industry in roles that extend well beyond interpretation and translation to encompass all elements of business transaction, international co-operation and politics.

Your programme of study may already offer you the opportunity to study a language as part of your degree. If not, you can study a language by paying a small fee for each module. This will be recorded on your Higher Education Achievement Record (HEAR). You can learn Basque, Catalan, French, German, Chinese (Mandarin), Italian, Portuguese or Spanish and in 2018/19 courses are available at beginners, intermediate or advanced level depending on your existing knowledge and subject to availability. In addition to listening, speaking, reading and writing the language, you will also learn about the culture and develop your intercultural sensitivity and communication skills.

For further information see http://www.liverpool.ac.uk/languages or email openlang@liverpool.ac.uk.
Student Societies

Liverpool Guild of Students offers you the chance to get involved with over 190 societies, details of which can be found on the Guild’s website at www.liverpoolguild.org. It’s a great opportunity to continue an established interest, or to try a new hobby. Societies are run by students, for students, independently of the School and University.

ULMS students run a number of academic societies which offer students a great opportunity to make friends and socialise outside the classroom, with events including meals out, annual balls, trips away and presentations by guest speakers from relevant industries. For more information see https://www.liverpool.ac.uk/intranet/management-school/societies/.

You can join via the Guild’s website or by visiting the annual Fresher’s Fair, which takes place in Welcome Week. Look out too for the ULMS Society Day during semester one, where you can meet society reps.

“Get involved in as many societies and clubs as possible.”

Anonymous student, ULMS Undergraduate survey 2016-17

Universities Business Challenge

The Universities Business Challenge (UBC) is the premier business simulation competition for all university undergraduates in the UK who want to have a life-changing experience. The UBC is a true learning experience for all those who enter. Commencing in October each year, the competition helps students improve their decision-making skills, develop their team-working abilities and increase their knowledge of key business areas such as marketing, finance, production and human resources. The competition also enhances their employability skills and provides an important extra item for their CV.
The University of Liverpool enters several teams each year. Our most recent success came when a team from Liverpool won their semi-final stage outright and went on to compete in the grand final, held at IBM, South Bank, London.

The competition is open to second and third year students following single honours programmes in ULMS and also to students following joint and combined honours programmes in our partner departments. If you would are interested in taking part, please contact extra@liverpool.ac.uk. Further details are available at: http://www.uk.ubcworlwide.com/content/about_ubc.asp.

Cultural Award

Understanding of other cultures is highly valued by employers. The ULMS Cultural Award is a unique opportunity for students to engage in cultural experiences and activities which will help you develop new skills and create new networks. In order to achieve the award, students must complete the following three activities over the course of their degree programme;

- Organise a cultural event for a multicultural audience of 5 – 10 Management School students
- Train as a Peer Mentor and mentor a group of students for an academic year
- Attend at least three of the five cultural awareness workshops organised in any one year in ULMS Extra Sessions

For full details on the award, please click here.
Alumni Network

The Management School Alumni Network is comprised of over 20,000 graduates around the world. The word ‘alumni’ is Latin, and refers to graduates. After graduation you will automatically become a member of the Alumni Network. As an alumnus (male) or alumna (female) you will be part of a wider group of over 211,000 graduates from across the University of Liverpool.

To ensure you receive communications from us after you graduate, update your personal email address in Liverpool Life. You will receive a welcome email from the Alumni Team after you graduate. If you do not receive this email, please contact ulmsalum@liverpool.ac.uk

Graduates often deliver ULMS extra sessions about their career and job role. You can use this time to ask questions and develop your network. Alumni also deliver webinars which you can join in live, or view the recordings on Liverpool Connect.

As a graduate you are eligible to receive the following benefits and services:

- Online journals and library services
- Liverpool Connect access
- Study Discounts
- Access to the Careers Service for five years*

*For full-time 3 year campus-based degree programmes only

Liverpool Connect

Liverpool Connect is our networking platform where students can ask friendly graduates (alumni) for tips and advice on life after graduation, and the world of work. The platform is free to join, and can help you when preparing for internships, jobs, further study, or if you are unsure of your future career.

Through the Liverpool Connect platform you can:

- Search an online directory of global alumni professionals
- Make e-networking connections for informal mentoring and career insights
- Access career development resources and free online events
- Join community groups to connect around share interests.

Register at www.liverpool.aluminate.net
Top-tips from Alumni in your Network....

Charlotte Ansell, BA Business Management
Customer Supply Executive at Nando’s Grocery International Limited
Top-Tip: Prepare for life as a graduate and try to be proactive.

Emma Hope, BA Hons Business Studies with a Year in Industry
Content Marketing Executive at Misguided
Top-tip: Consider taking a placement year. It provides you with experience to use when applying for graduate jobs, and the experience is invaluable.

Kirsten Feegan, BA Accounting and Finance
Audit Senior Associate at PwC
Top-tip: Partake in extracurricular activities such as university open days to gain experience.

Liverpool Start-Up Competition

Have you got a business idea you want to get off the ground? Then the Liverpool Start-Up Competition could be for you!

As a business you can enter into one of two categories:

**Social Enterprise:** Will your business make the UK a better place? This category is for CICs and ethically conscious businesses.

**Commercial Enterprise:** For profit driven, innovative ideas. Will your business enter an established sector and disrupt the way things are done, or will you create a brand new sector?

**The Prizes**
- £5000 from Santander for both the social and commercial enterprise winners
- Free 6 month membership to city centre shared workspace Signature Works
- The opportunity to pitch your business in front of investor group
- The StartUp Funding Club
• Meet multi-millionaire Lawrence Kenwright owner of the Signature Living group
• A free half day of publicity and PR strategy with Pink Media
• Free accountancy support from BWM Chartered Accountants

With a live final at the Shankly Hotel, this competition could launch your business!

Who can apply?
Businesses:
• must be composed of only University of Liverpool students
• must have a Management School student as part of the team
• can be made up of students from any discipline or subject area
• can be either a group of people or an individual
• cannot include students with a Tier 4 VISA due to Home Office restrictions

The competition opens on the 1st October 2018.

For full details and resources, please visit:
https://www.liverpool.ac.uk/intranet/management-school/start-up/
LEARNING AND TEACHING IN THE MANAGEMENT SCHOOL

Semesters
Teaching is arranged in two semesters of 12 weeks teaching each. There is a revision week and then an examination period at the end of each semester.

Modules
All degree programmes at Liverpool have a modular structure. This means they consist of a number of separate ‘modules’, most of which are given a value of 15 credit points. You have to complete 60 credits (normally 4 modules) a semester successfully. The pass mark for a module is 40%.

Modules normally consist of two hours of lectures per week supplemented by seminars, tutorials, or workshops. Details of the module content, the methods of assessment and any other requirements are given in the module handbook, which is provided on the VITAL website for the module at the start of the semester.

In each year of each degree there are core modules which are compulsory for students registered for that degree. You will also choose a number of optional modules to complete the required number of units. Some modules in Levels Two and Three must be preceded by others (pre- requisites). You can check these in the Electronic Module Catalogue on the School’s Student Intranet at: https://www.liverpool.ac.uk/intranet/management-school/student_support_office/continuing/

Timetables
Students are advised to:

- Ensure they follow instructions provided by their School and meet given deadlines in selecting module choices;
- Adhere to the latest version of the published timetable;
- Regularly check communication outlets (includes but not limited to: the Timetables App; Liverpool Life; the Timetabling website; VITAL; and their University email) for updates and changes;
- Help to ensure teaching spaces are returned to their standard configuration and left in a tidy condition;
- Read and regularly check their published timetable and contact their School Office (ulmsst@liverpool.ac.uk) in the event of:
  - A clash between teaching activities;
  - Requirement to change seminar or tutorial groups;
  - A request to consider any other specific arrangements.

Teaching and delivery
Each module which you will take is led by a named staff member, known as the module leader, who will usually (but not always) deliver lectures and sometimes tutorials. They have overall responsibility for the running of that module, including its assessment. Queries about any aspect of a specific module should go to the module leader in the first instance. Seminars, tutorials and laboratories may be held by the module leader or by another member of staff, who will liaise with the module leader to ensure
that students receive consistent academic input. In the case of larger modules, there will be a range of tutorial leaders to ensure that an adequate number of seminars is provided for all students. Many module leaders use on-line discussions to encourage conversation and debate topics covered in classes.

Teaching Methods
Learning and teaching in a University can be very different from school or college. Teaching in the School consists of a mixture of lectures and what are variously known as seminars, tutorials, or workshops. Small group teaching is normally used to discuss set reading or complex issues raised in the lecture.

<table>
<thead>
<tr>
<th>Teaching method</th>
<th>Lectures</th>
<th>Tutorials, seminars or workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>The lectures are used to provide a basic guide to the key issues of a subject and its literature. This review process will often be supported by handouts and other study material (some of which may be available electronically). Attendance at lectures is essential to getting the most out of a module’s presentation. Lectures are also the best initial guide to the scope and style of the questions in the end of semester examinations. Your own lecture notes therefore become, in turn, the starting point of your knowledge of the subject, but it is essential that you supplement them with additional reading if you are to write essays and answer examination questions adequately.</td>
<td></td>
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</tbody>
</table>
| Tutorials, seminars or workshops | Tutorials, seminars or workshops are small group sessions linked to the lecture programme where students clarify issues raised in lectures with their tutors by presenting summaries of set readings and answers to set questions and through group discussion. It is a requirement that you attend all tutorials/seminars/ workshops (subsequently referred to here simply as ‘tutorials’), and take part in the discussion, in order to develop your learning. Students who fail to attend tutorials, or fail to respond to set exercises, or fail to attend a mid-term
Tutorials are also typically 50 minutes in length, and in most cases they are scheduled as one per fortnight for each unit unless otherwise specified. You will automatically be allocated to a tutorial group. You must not change tutorial groups without permission from your module leader.

<table>
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<tr>
<th>Online Discussions</th>
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<tr>
<td><strong>Online discussions</strong> have become an invaluable tool for generating class discussion and debate. These are often used within modules to address assessment questions, to generate vibrant conversations on weekly readings, to help you analyse relevant video materials and to introduce you to emerging topics.</td>
</tr>
</tbody>
</table>

At a programme level, online discussions give you the chance to share views on programme developments and to receive answers to frequently asked questions. Online discussions also increase opportunities for student participation because some students are hesitant about sharing their views in large lecture theatres, finding the online space to be less daunting.

From an academic staff perspective, online discussion tools allow us quickly to guide your learning, pointing you to important resources or helping us answer your questions in a timely manner with the added benefit that all members of a class can view our responses.

You can read and participate by using a PC, laptop or mobile device, wherever you have an internet connection.
ASSESSMENT

Under the stewardship of the School’s Assessment Officer and supported by Chairs of the Undergraduate and Postgraduate Boards of Examiners, the ULMS Academic Compliance Officer and an increased complement of external examiners, the School seeks to ensure that its assessment systems are reviewed and revised in line with the following objectives:

- To ensure that the University’s Code of Practice on Assessment is implemented comprehensively and consistently throughout the School.

- To ensure that processes and standards of assessment accurately reflect the academic standards of the level of award.

- To continue to provide comprehensible advice to students at programme and module levels on assessment mechanism and criteria.

- To maintain all necessary arrangements for the internal and external moderation of assessments.

- To maintain all necessary arrangements for academic staff to exchange and promote good practice in assessment.

Your module handbooks will outline the assessment procedures for individual modules: these cannot be changed once the module has commenced.

Written examinations take place during the examination periods. There are two examination periods, one in January for first semester modules, and another in May for second semester modules. The timetables for examinations will be published via the Liverpool Life portal. Please note that in Semester Two, you might be required to sit examinations on Saturdays. Students with special needs, including forthcoming religious commitments, should alert the Student Administration and Support Division and the Student Support Office staff on the ground floor of the Management School as soon as possible.

Assessed coursework and mid-term exams can take place at any time during the semester. It is important that you familiarise yourself with assessment requirements and deadlines for each module.

**It is your responsibility to ensure that you are registered for the correct modules and complete the appropriate assessments.** As the list of candidates for examination is based on your module registration it is essential that any changes you make in your module choices during the session be reported immediately to your Director of Studies (via the Student Support Office, Ground Floor, Management School).

The pass mark for each module is 40%. All modules must be passed in order to progress to the next year of study.
Students who fail modules will be required to re-sit them during the late August re-sit period. All re-sit marks will be capped at 40% unless your first attempt at the module was affected by extenuating circumstances (see page 73 for further details of the Extenuating Circumstances Policy).

It is not possible to re-sit the year in order to try to improve the marks you achieved at the first attempt.

Marking
All assessments are marked and moderated internally by ULMS staff. A sample of assessments are then moderated externally by an external examiner who checks that our marking standards are appropriate, consistent and fair. By the time you receive your marks the standard of your assessment has been checked three times and discussed at a Board of Examiners. Unlike most schools and colleges, you cannot request for your work to be re-marked.

Penalties for late submission of assessed work
The University has standard penalties for the late submission of assessed work. They vary depending on the length of time you take to submit the assessment, following the deadline.

<table>
<thead>
<tr>
<th>Time</th>
<th>Penalty</th>
</tr>
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<tbody>
<tr>
<td>Work submitted up to and including five working days* after the deadline</td>
<td>5% of the total marks available for the assessment shall be deducted from the assessment mark for each working day after the submission date, up to a maximum of five working days (e.g. for work marked out of 100, five marks per day will be deducted; for work marked out of 20, one mark per day will be deducted); however, the mark will not be reduced below the pass mark for the assessment. Work assessed below the pass mark will not be penalised for late submission of up to five days.</td>
</tr>
<tr>
<td>Work submitted more than five working days* after the deadline</td>
<td>Work received more than five working days after the submission deadline will receive a mark of zero. In such circumstances, where a student is required to re-take the assessment, the re-assessment task will be different from the original assessment. Re-submission of the original piece of work is not permissible, except in the case of project work or dissertations.</td>
</tr>
</tbody>
</table>

*A working day is defined as a day when the University is open and staff would normally be available for work and thus also be available for contact by students.

Full information about the penalties for late submission of assessed work, including information about special circumstances and School/Departmental responsibilities, are available in section 6 of the University’s Code of Practice on Assessment:

Other ULMS coursework penalties
The School has agreed that the following penalties will be imposed on coursework where students are found not to have followed the guidelines set down. No piece of coursework which achieves a mark of 40% or more before the application of penalties will be reduced below the pass mark once penalties are taken into account.

<table>
<thead>
<tr>
<th>Deviation from guidelines/requirements</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework presented in a form that is difficult to read, e.g., if not word-processed, in a font that makes it hard to read, in single spacing or with inadequate margins</td>
<td>5% of the overall mark available for the piece of work will be deducted</td>
</tr>
<tr>
<td>Coursework exceeds the maximum word length specified by the module leader</td>
<td>3 marks or pro rata per part thereof will be deducted for every 100 words by which the work exceeds the maximum length. E.g., 6 marks will be lost for work that exceeds the limit by 200 words, 1 mark will be lost for work that exceeds the limit by 30 words, etc.</td>
</tr>
<tr>
<td>Inadequate referencing</td>
<td>See the University’s Academic Integrity Policy at <a href="http://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_L_cop_assess_annex1.pdf">http://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_L_cop_assess_annex1.pdf</a></td>
</tr>
<tr>
<td>Failure to include a list of references or a Bibliography</td>
<td>Up to 5% of the overall mark available for the piece of work</td>
</tr>
<tr>
<td>Failure to submit identical pieces of work in hard copy and electronic format where dual submission is required (see module handbook)</td>
<td>The electronic copy MUST be submitted. The date and time of this submission will be considered as official proof of submission. 10 marks will be deducted if the electronic and hard copy submissions are not identical.</td>
</tr>
<tr>
<td>Failure to submit the hard copy of an assignment where dual submission is required (see module handbook)</td>
<td>In cases where dual submission is required it is the hard copy that is marked, so failure to submit the hard copy will mean that your work is not marked on time.</td>
</tr>
<tr>
<td>Wiki: Use of Wikipedia or other Wiki sites as a primary source of research</td>
<td>Penalty may be applied and is determined by the module leader – Please see your module handbook for details.</td>
</tr>
</tbody>
</table>
Good time management is the key to avoiding lateness penalties! For tips and hints to help improve your time management and organisational skills, take a look at the “Organisational Skills” resources at www.liverpool.ac.uk/ilearn/management or attend an Academic Study Skills Workshop on time management – look out for details in the newsletter and on your VITAL programme page.

Extensions to submission deadlines

The School has a policy whereby in the event of exceptional circumstances, students are eligible to request an extension to the coursework submission deadline. Information relating to this Policy and the procedures students should follow will be circulated by the Student Support Office at the start of term and throughout the academic session, and details will also be available to access via the student intranet - https://www.liverpool.ac.uk/intranet/management-school/assessment.
WRITING YOUR ASSIGNMENT

Overlapping Assignments
Occasionally you may find that the assignments you have been asked to submit for different modules overlap in terms of content or subject matter. The assignment and examination/rubric instructions should indicate clearly to students that resubmitting work that has previously been assessed for academic credit within the module or the programme is unacceptable and could result in a mark penalty (up to zero for the assignment). This would not be a breach of the University’s Academic Integrity Policy, but would be a breach of the assessment brief/instructions.

Any overlap will be picked up via the electronic submission software. Further information is available via The Code of Practice on Assessment Appendix L Annex 1: Academic Integrity Policy: Guidelines for Staff and Students, which can be accessed via the following link:


Style and Layout of Assessment
All assessment should be produced on a computer using an appropriate programme. All text should be in a clear font (e.g. Arial) at 12pt size and double spaced. For further guidance, please see the Study Skills Handbook.

All essays/reports should also have adequate margins (at least 2.5cm). Assessment should be submitted electronically via VITAL and in hard copy to the Student Support Office, unless otherwise stated.

All assessment follows the Liverpool Harvard style of referencing. Guides to this can be found in the UG Study Skills handbook, via the Library and in the Study Skills VITAL module.

The penalties for not adhering to these requirements can be found above. Further guidance on different types of assessment and criteria can be found in the Study Skills handbook and in the ULMS Marking Criteria below.

Word Counts
Word counts are intended as an absolute upper limit and no ‘leeway’ is given for students who exceed these limits (e.g. it is not acceptable to deviate by 10% above the limit).
What is included in word counts?

<table>
<thead>
<tr>
<th>Included...</th>
<th>Not included...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citations/quotations- this includes the material paraphrased/quoted itself as well as the name, date and page information.</td>
<td>Contents Pages and Front Pages of Reports</td>
</tr>
<tr>
<td>Tables and graphs- whether or not they have been produced by the student.</td>
<td>Appendices - These should only be used only when necessary. Excessive use of appendices containing material which constitutes an integral part of the main argument may be penalised.</td>
</tr>
<tr>
<td>Executive Summaries in Reports</td>
<td>Reference lists/Bibliographies and Question Titles.</td>
</tr>
</tbody>
</table>

• Please note that these guidelines constitute the normal practice within the School. If, for academic reasons, a module leader wishes to deviate from these guidelines, they may do so. In these cases, clear guidance should be given in the module handbook.

What can I do to develop my academic writing?

ULMS Academic Study Skills sessions can really help you to develop the skills you need for success in your assessments. In addition to workshops on academic writing, you can attend sessions on such things as:

• Exam preparation
• Referencing
• Academic reading
• Time management

Look out for further details in the Undergraduate newsletter and on your VITAL programme page.

“I have attended exam preparation, essay writing and relaxation sessions in relation to workload. I found each session to be beneficial to my planning of time outside of contact hours, allowing me to achieve a good work/social balance, in addition to producing detailed pieces of work.”

Anonymous student, ULMS Undergraduate Survey, 2016-17
Writing@Liverpool

I am grateful to the tutor for their wealth of knowledge and advice. This has given me a great boost and a lot more confidence for tackling my assignments.

Writing@Liverpool is a free service, which can help you boost your academic skills.

Would you like some additional support in:

- analysing questions
- becoming more critical
- planning and structuring writing
- developing proof-reading techniques
- expressing yourself clearly

Then book a session. You will receive support from our welcoming and experienced tutors. You will get individualised advice, which will help you enhance your skills.

Just complete the form, which you can find at https://www.liverpool.ac.uk/writing/

Once we receive your application form, you will be matched with one of our tutors who will contact you to arrange a session that is convenient for you.

If you have any questions, please email writing@liverpool.ac.uk and follow us on Twitter @writingatliv.
ULMS UNDERGRADUATE STUDENT FEEDBACK POLICY

The ULMS Undergraduate Student Feedback Policy was approved by the ULMS Board of Undergraduate Studies in October 2011 and was designed to provide clear and transparent information to staff and students about the provision of feedback on assessed work. Please note, though, that marks are not negotiable!

a) Feedback on Student Work

ULMS is committed to assisting the student learning process through providing appropriate and timely feedback. Feedback can take many forms. Informal conversations with tutors, going over solutions to homework questions and class discussions are as important as formal written comments on assignments. Feedback is an important part of the learning process that requires students to reflect on performance and understanding as well as set targets for improvement.

Our ULMS policy on Feedback should be read alongside the University’s Code of Practice on Assessment (Section 11: Feedback) and Feedback on Assessment Policy: http://www.liverpool.ac.uk/tqsd/code-of-practice-on-assessment/

Our ULMS policy on feedback has been prepared so that students know what to expect. Student feedback should feed into meetings with Academic Advisors.

b) Feedback on Coursework

Staff in ULMS work hard to ensure that you receive helpful feedback. Students should receive feedback on formative coursework within 3 WEEKS of submission. Students will always be informed when assessment and feedback are ready to be collected by the Student Support Office. Feedback should help students to evaluate their own performance and should include advice on how to improve their performance.

Very occasionally, there may be delays to the return of feedback of formative coursework (for example, due to staff illness). On these occasions, students can expect to be informed of any delay in advance. Please also note that the 3 week turnaround of feedback only applies to formative coursework. There is a no deadline for providing feedback on summative assessment, i.e. assessment which forms the final piece of assessment for a module. This is often an exam, but can also be an essay or report.

Where dual submission applies, students will be given individual written feedback on coursework, usually provided on the standard ULMS feedback form attached to the coursework. This form relates to the key aspects of the ULMS marking criteria so that students should be able to see a correlation between the marks awarded and the comments. Where submission is via electronic copy only, the module leader will provide feedback electronically and you will be able to view this via VITAL.

Generic feedback is also provided in class and is often posted on VITAL. This is feedback based on all the work submitted, and can highlight examples of good performance and ways in which high marks were achieved, as well as feedback on common mistakes and errors. Generic feedback is always
anonymised and students cannot be identified through the advice provided in this way. In the case of group work, there is a group feedback form.

Students are expected to read feedback carefully but if you have any queries (if you don’t understand the comments – or the writing!) then you are welcome to see your module leader for further clarification. Module leaders have office hours. They should be posted on their office doors. **If you cannot meet them during their office hours, please email them for an appointment.**

c) Feedback on Draft Assignments

We do not usually provide feedback on draft assignments. There are good pedagogical reasons why some module leaders will provide feedback and others will not. However, each module leader is able to set their own policy on this. This policy will be stated in the module handbook and will be consistent within the whole cohort of students taking a module.

d) Feedback on Multiple Choice Assessments

The same principles of providing timely, informative and helpful feedback that is clearly related to the assessment criteria apply to multiple choice answers. Feedback should be provided within **3 WEEKS.**

Students need to know two things:

i. what questions you answered correctly, and what questions you answered incorrectly, and,

ii. unless you scored full marks, how to improve your performance.

Module Leaders should provide sufficient information on VITAL so that students know what you answered correctly and which questions you got wrong, as well as information so that you can ‘re-learn’ parts of the course in order to understand why you were wrong.

e) Feedback on Examinations

Generic feedback will be posted on VITAL. It should include a general commentary on students’ performance and include common strengths and weaknesses as well as ways in which performance could have been improved. We find that students usually find this very helpful and most queries are answered by consulting this feedback. This feedback will be provided on VITAL normally within a week of the results being published to students.

If you need further feedback you should consult your module leader. Module leaders must advise students who to consult (in most cases it is the module leader themselves). Module leaders will provide one-to-one feedback in a format they find most appropriate. Some might choose a drop-in session, but must advise students of the day and time in advance, others will hold office hours. Details of how feedback will be provided should be posted on VITAL.

Module leaders are happy to meet students on an individual basis during their office hours to discuss any feedback you have received and to offer guidance on how you might improve your performance.
in other assessments. This is an important method of developing your learning skills, and you are strongly encouraged to follow it.

Feedback is there to help you reflect on your performance and consider ways you can improve it in your next assessment. It can be:

<table>
<thead>
<tr>
<th>Individual, written feedback</th>
<th>Generic</th>
</tr>
</thead>
<tbody>
<tr>
<td>For an assignment or a piece of coursework</td>
<td>Highlighting common strengths and weaknesses of the class following an exam or test</td>
</tr>
<tr>
<td>Delivered in class</td>
<td>Provided to you on a one-to-one basis</td>
</tr>
<tr>
<td>For example, talking through mid-term test performance in a lecture</td>
<td>For example, by making an appointment with your module leader to talk through your performance</td>
</tr>
</tbody>
</table>

We always strive to improve our feedback to students, and results in surveys reflect the effort staff make in this respect. If you have any examples of good practice, or indeed constructive ideas on how we can improve feedback to students, then please feel free to communicate this to us. If you wish to do so anonymously, please use the Instant Feedback Facility (iff@liv.ac.uk).

“I got feedback on my work and I approached the lecturer for more explanation. The lecturer spent time explaining things which helped me understand more about what is expected in assignments. Really appreciated that.”

Anonymous student, ULMS Undergraduate survey 2016-17

Feedback is formative – that means, it will help you to develop and improve your performance next time. If you don’t understand the feedback, or want to know what you can do to develop your performance, contact your Module Leader or Academic Advisor for advice. They’re happy to help you achieve your potential!
MODULE MARKS AND MARKING DESCRIPTORS

Module Marks

All items of assessment, modules and the degree as a whole, are assessed using the following scale, the pass mark being 40%:

70 to 100% - First class
60 to 69% - 2.1 class
50 to 59% - 2.2 class
40 to 49% - 3rd class
35 to 39% - Narrow fail (but compensation may be allowed in accordance with the University’s rules)
Less than 35% - Fail

For more information please see the code of practice on assessment: http://www.liverpool.ac.uk/tqsd/code-of-practice-on-assessment/

Marking Descriptors

The following descriptors are the generic marking criteria for the main kinds of assessment in the Management School. They are based on the University’s descriptors. There may also be specific criteria for specialist forms of assessment, so always also check your module information.

a) ASSIGNMENTS

<table>
<thead>
<tr>
<th>90 – 100%</th>
<th>Thorough and authoritative execution of the brief. Containing evidence of significant independent research, reflective, perceptive, well-structured, showing significant originality in ideas or argument, aptly focused and very well written, in appropriate register; few areas for improvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-89%</td>
<td>Thorough execution of the brief, well-structured, clearly argued, signs of originality and/or independent critical analytical ability. Supported by independent research, materials well utilised; well-focused and very well written.</td>
</tr>
<tr>
<td>70-79%</td>
<td>Good execution of the brief; well-focused, knowledgeable, well-written, strong evidence of reading beyond the basic texts and displays mastery of the subject matter.</td>
</tr>
<tr>
<td>60%-69%</td>
<td>Well-structured and well-focused answer with strong evidence of reading beyond the basic texts. Well-written with few linguistic errors, thorough and comprehensive in approach. Displays a good knowledge of the subject matter and an ability to discuss theories and concepts.</td>
</tr>
<tr>
<td>50-59%</td>
<td>Competently structured answer, reasonably well-focused and comprehensive but tending to be descriptive in approach. Limited evidence of reading beyond the basic texts. Reasonably well-written, perhaps some minor errors in spelling, register grammar or syntax.</td>
</tr>
</tbody>
</table>
b) EXAMINATIONS

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>Comprehensive and authoritative answer. Containing evidence of significant independent research. Reflective, perceptive, well-structured. Showing significant originality in ideas or argument. Aptly focused and very well-written. Few areas for improvement.</td>
</tr>
<tr>
<td>80-89%</td>
<td>Well-focused, carefully structured and thorough answer. Very well-written. Cogent and clearly argued, showing signs or originality and/or independent critical analytical ability. Supported by independent research. Displays mastery of the subject matter to an exceptional degree.</td>
</tr>
<tr>
<td>70-79%</td>
<td>Well-focused answer, cogent, comprehensive, strong evidence of reading beyond the basic texts, displays mastery of the subject matter and ability to discuss theories and concepts in an intelligent and penetrating manner. Well written.</td>
</tr>
<tr>
<td>60%-69%</td>
<td>Comprehensive and coherent answer, suitably focused and largely well-written. Evidence of significant reading beyond the basic texts. Displays a good knowledge of the subject matter and an ability to discuss theories and concepts intelligently and analytically.</td>
</tr>
<tr>
<td>50-59%</td>
<td>Competently structured answer. Reasonably well-focused and comprehensive but tending to be descriptive in approach. Limited evidence of reading beyond the basic texts. Reasonably well-written.</td>
</tr>
<tr>
<td>40%-49%</td>
<td>Relies largely upon lecture materials and basic texts. Descriptive in approach, displays limited knowledge and understanding of the subject matter. Partial and/or containing significant errors and/or irrelevancies. Poorly structured. Perhaps some weaknesses in English but ideas conveyed.</td>
</tr>
<tr>
<td>Score Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>30%-39%</td>
<td>Inadequate reference to relevant concepts and theories. Highly partial and/or containing serious errors. Contents partly or substantially irrelevant. Poorly structured. Displays little knowledge or understanding of the subject matter. Perhaps some weaknesses in English which might affect the communication of ideas.</td>
</tr>
<tr>
<td>0% - 29%</td>
<td>Seriously inadequate reference to relevant concepts and theories. Nearcomplete or complete failure to focus upon the question. Highly partial and/or containing many serious errors. Large sections irrelevant. Question not answered/question not attempted. Perhaps some serious weaknesses in English which might affect the communication of ideas.</td>
</tr>
</tbody>
</table>

**c) DISSERTATIONS**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>Theoretically or practically significant topic. Clearly defined research question, meticulous literature review, careful execution of research design, high quality analysis, discussion and conclusions. Signs of originality in selection of question and/or approach to research. Presentation excellent. Makes a significant contribution to knowledge. Very well-written in appropriate register. Potentially publishable.</td>
</tr>
<tr>
<td>80-89%</td>
<td>Carefully designed and executed study. Sound theoretical framework based upon good literature review and carefully formulated approach. Clearly articulated research question, use of appropriate methodology, reflective and thorough discussion, defensible conclusions. Presentation excellent. Very well-written appropriate register. Useful contribution to knowledge.</td>
</tr>
<tr>
<td>70-79%</td>
<td>Carefully designed and executed study. Sound theoretical framework based upon good literature review. Carefully formulated approach and evidence of independent critical ability. Clear conclusions, detailed recommendations for practice. Presentation excellent and well-written.</td>
</tr>
<tr>
<td>60%-69%</td>
<td>Adequately designed and executed study. Adequate literature review and framing of study and good effort to collect data. Ability to reflect upon weaknesses in approach. Clear conclusions, detailed recommendations for practice. Presentation good. Well-written with few linguistic errors.</td>
</tr>
<tr>
<td>50-59%</td>
<td>Generally adequate design and execution. Generally adequate literature review, framing of study and attempt to collect data, but may contain weaknesses in approach, for example, poor alignment of research question and methodology; failure to obtain all of the requisite data, conclusions lame, recommendations for practice weak or omitted. Presentation satisfactory. Reasonably well-written, perhaps some errors in spelling, grammar, register or syntax.</td>
</tr>
<tr>
<td>Percentage</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>40%-49%</td>
<td>Evidence of independent research but barely adequate design and execution. Literature review partial, framing of study imprecise; data collection partial. Poor alignment of research question and methodology. Conclusions lame, recommendations for practice weak or omitted. Presentation barely satisfactory. Perhaps some weaknesses in English but ideas are communicated.</td>
</tr>
<tr>
<td>30%-39%</td>
<td>Makes some attempt to conduct independent research but unsatisfactory on one or more of the following counts: adequacy of literature review; design and methodology; data collection; analysis, discussion and conclusions and general standard of presentation. Perhaps some weaknesses in English which might affect the communication of ideas.</td>
</tr>
<tr>
<td>0% - 29%</td>
<td>Submission contains serious weaknesses on one or more of the following counts: adequacy of literature review; design and methodology; data collection; analysis, discussion and conclusions and general standard of presentation. Evidence of plagiarism. Perhaps some serious weaknesses in English which might affect the communication of ideas.</td>
</tr>
</tbody>
</table>

d) PRESENTATIONS

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>Engaging presentation involving good use of visual aids, clear introduction, delivery and summary. Materials well organised. Time limits observed. Questions responded to with courtesy and authority. Contents well-focused upon the brief. Evidence of research beyond basic texts and lecture materials and the ability to use materials in a creative and original manner. Little scope for improvement.</td>
</tr>
<tr>
<td>80-89%</td>
<td>Engaging presentation involving good use of visual aids, clear introduction, delivery and summary. Materials well organised. Time limits observed. Questions responded to with courtesy and authority. Contents well-focused upon the brief. Evidence of research beyond basic texts and lecture materials and the ability to use materials in a creative and original manner. Scope for minor improvement on one or more points.</td>
</tr>
<tr>
<td>70-79%</td>
<td>Generally engaging presentation involving good use of visual aids, clear introduction, delivery and summary. Materials well organised. Time limits observed. Questions responded to with courtesy and authority. Contents generally appropriate and well-focused upon the brief. Evidence of research beyond basic texts and lecture materials.</td>
</tr>
<tr>
<td>60%-69%</td>
<td>Generally satisfactory presentations involving clear introduction, delivery and summary and possibly supported by visual aids. Good focus upon the brief. Materials well-organised, time limits observed, questions responded to with courtesy. Contents generally appropriate, satisfactory focus upon the brief. Evidence of research beyond basic texts and lecture materials.</td>
</tr>
<tr>
<td>Percentage</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>50-59%</td>
<td>Generally satisfactory presentation but slippage on one or more of the following points: introduction; delivery of main presentation and summary; appropriateness of visual aids; general organisation of presentation including observance of time limits and dealing with questions. Presentation based mainly on basic texts /lecture materials.</td>
</tr>
<tr>
<td>40-49%</td>
<td>Barely satisfactory presentation involving weaknesses on one or more of the following points: introduction; delivery of main presentation and summary; appropriateness of visual aids; general organisation of presentation including observance of time limits and dealing with questions. Presentation based mainly on basic texts and lecture materials. May be partial and contain errors.</td>
</tr>
<tr>
<td>30-39%</td>
<td>Unsatisfactory presentation involving weaknesses on one or more of the following points: delivery of main presentation and summary; use and appropriateness of visual aids; general organisation of presentation including observance of time limits and dealing with questions. Presentation based mainly on basic texts and lecture materials. May be partial and contain errors.</td>
</tr>
<tr>
<td>0-29%</td>
<td>Highly unsatisfactory presentation possibly involving complete failure to focus upon the brief. Alternatively, may involve serious and multiple weaknesses as regards introduction, delivery of main presentation and summary, use and appropriateness of visual aids and general organisation of presentation including observance of time limits and dealing with questions. Presentation based mainly upon lecture materials. May be partial and contain errors.</td>
</tr>
</tbody>
</table>

**e) UNDERGRADUATE PORTFOLIOS, LEARNING LOGS AND JOURNALS**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>Comprehensive and highly detailed records. Carefully structured, extensive evidence of critical and creative reflection upon almost every aspect of course content supported by extensive reading and/or other sources of information. Hard to identify gaps or suggestions for improvement. Excellent standard of presentation and well-written.</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>Comprehensive and detailed, systematically structured, significant evidence of critical and creative reflection upon course content supported by extensive reading and/or other sources of information. Few gaps or suggestions for improvement. Excellent standard of presentation and well-written.</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>Comprehensive and detailed, systematically structured, significant evidence of creative and critical reflection upon course content supported by extensive reading and/or other sources of information. Few gaps or suggestions for improvement. Well-written and excellent standard of presentation. Possibly some weaknesses but compensated for by a high level of achievement upon other criteria.</td>
</tr>
<tr>
<td>Percentage</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>Comprehensive and detailed, systematically structured. Evidence of sustained reflection upon course content supported by substantial reading and/or other sources of information. Excellent standard of presentation. Reasonably well-written.</td>
</tr>
<tr>
<td>50 – 59%</td>
<td>Systematically structured and reasonably comprehensive, supported by Reasonable substantial reading and/or other sources of information. Reasonably detailed though there may be evidence of work missing or otherwise not sustained. Good standard of presentation but tending to be descriptive/anecdotal rather than reflective. Reasonably well-written, but perhaps some errors in spelling, grammar, register or syntax.</td>
</tr>
<tr>
<td>40 – 49%</td>
<td>Adequately structured and reasonably comprehensive but lacking in detail. Evidence of reading and/or other sources of information tending to be superficial. Adequate standard of presentation but predominantly descriptive/anecdotal rather than reflective. Perhaps some weaknesses in English but ideas are communicated.</td>
</tr>
<tr>
<td>30 – 39%</td>
<td>Structuring barely adequate. Contents partial and level of detail and evidence of reading and/or other sources of information patchy. Presentation barely adequate, may contain irrelevant material. Little attempt made to engage in reflection. Perhaps some weaknesses in English which might affect the communication of ideas.</td>
</tr>
<tr>
<td>20 – 29%</td>
<td>A very ‘thin’ presentation, that is, inclusion of materials inadequate, virtually no attempt whatsoever to reflect upon materials. Presentation inadequate, for example, lacking proper diary, little use made of sign-posting or other aids to comprehension. Little or no evidence of reading and/or investigation of other sources of information. Perhaps some serious weaknesses in English which might affect the communication of ideas.</td>
</tr>
<tr>
<td>0 – 19%</td>
<td>A very ‘thin’ presentation, that is, inclusion of materials seriously inadequate, virtually no attempt whatsoever to reflect upon materials and in any case, hardly any materials, reading or other sources of information to reflect upon. Presentation inadequate, for example, lacking proper diary, little use made of sign-posting or other aids to reading. May contain irrelevant material. Perhaps some serious weaknesses in English which might affect the communication of ideas.</td>
</tr>
</tbody>
</table>
# GROUPWORK POLICY

Our group work is consistent with the University’s Policy on Group Work. The ULMS policy on Group work can be found at: [https://www.liverpool.ac.uk/intranet/management-staff/learning-and-teaching/policies-and-regulations/](https://www.liverpool.ac.uk/intranet/management-staff/learning-and-teaching/policies-and-regulations/)

## Guidance for students

Group work is a necessary tool which helps students develop and assesses important skills for the workplace, which are sought by prospective employers. While group work can be daunting for some students, there are several steps that students can take to help group work run more smoothly and mitigate any issues.

Groups should set out ground rules for working together from the outset. These should include tactics to ensure that there is:

| Equal opportunities | • All members of the group are given the opportunity and responsibility to participate in the discussion |
| Communication        | • Discussion takes place in such a manner that all members can understand and contribute. |
| Equal workload       | • That workload is fairly distributed according to strengths of the group members, and also fairly apportioned in relation to the amount of effort the work will take. |
| Objectives           | • That the group is clear on the objectives of the work. |
| Boundaries           | • That all members of the group clearly understand what actions may be taken if group members do not adhere to the agreed working practices. |
If a group does start to malfunction for any reason, then advice should be sought from the module leader in an appropriate, proportionate and timely manner. It should also be sought in line with any advice or requirements given by the module leader in the module handbook. Failing to report a malfunctioning group until a late date may mean that actions to rectify the situation cannot be taken.

On modules which expect students to self-select their groups, students should also note that it is their responsibility to organise their inclusion in a group in a timely way. If they fail to do this and are allocated to a group not of their choosing, the School may be limited in any action they can take if this group malfunctions.

Students should check their module handbooks carefully for information on how groups will be organised, how any group marks and individual marks will be allocated, and also details of any penalties that can be imposed. If student are unclear on any of this information, they should seek advice from their module leader as soon as possible.

“A lot of group work tasks helped improve my team working skills and eased me into doing presentations by being part of a group.”

Anonymous student, ULMS Undergraduate survey 2016-17
KEY POLICIES

Attendance and Engagement monitoring

The University is committed to supporting students’ active engagement with their programme and to identify student absence early, in order to address any issues this may highlight. ULMS has a variety of systems in place to monitor students’ engagement and progress on their academic programme of study.

Attendance at classes is crucial to the successful completion of coursework and examinations and those are in turn central to your progress from one year to the next. The great majority of our students play a full part in their degree study and gain enormously from it.

The primary reason for recording students’ attendance and monitoring their engagement is to support students in achieving their degree. It is acknowledged that attendance in class is not the sole indicator that a student is engaging with their studies, but non-attendance is often an early sign that a student may be experiencing difficulties with their studies.

International students studying on a Tier 4 visa are reminded that the University is a trusted UK Visa and Immigration (UKVI) sponsor and has statutory and legal responsibilities to monitor and report to the UKVI any international student who fails to attend regularly and within normal expected attendance levels within the University.

Missed attendance for all ULMS students is recorded by the Student Support office using VITAL for each module and formal letters will be sent to those students who have low attendance by weeks 4 and 8 of each semester across their programme of study. You may be called to the Student Support Office in ULMS to discuss if patterns of non-attendance emerge. Tier 4 (International students who require a study visa) who fail to report to the Support Office will be reported to the International Advice and Guidance Team.

Non-attendance and engagement or poor attendance and failed responses to our communications will result in your registration status being put on hold and you will be referred to either School or Faculty progress panel or recommendation of withdrawal/suspension/termination of studies depending on the circumstances of non-attendance. Student attendance records will be considered by the Board of Examiners in determining their on-going academic standing. It is acknowledged that different programmes of study across the University will require different intensity of engagement by students. It is for the Board of Examiners to decide whether or not the lack of attendance at recordable activities registered for a student falls below the acceptable threshold for the programme. The attendance data held by the School for students will support this decision-making.

If you require further information about the University and/or School policy and procedures regarding Attendance Monitoring please contact:

Undergraduate Students: ULMSUGENQ@liverpool.ac.uk
Postgraduate Taught Students: ULMSPGENQ@liverpool.ac.uk
**Extenuating Circumstances**

Extenuating circumstances (formerly known within the University of Liverpool as ‘mitigating circumstances’) are circumstances beyond a student’s control which have affected their performance in assessments (whether an examination, essay, practical or other form of assessment).

If you miss an examination or an assessment deadline for reasons beyond your control and/or believe that extenuating circumstances may have affected your performance in assessments and examinations, you will need to formally submit an Application for Consideration of Extenuating circumstances form. The form is available from the Student Support Office (SSO) in the school and online [here](#). Completed forms should be submitted to the SSC in accordance with the procedures set out in the University’s Extenuating Circumstances Policy available here:

**Code of Practice Appendix M - Policy on Extenuating circumstances in Relation to Performance in Assessments and Examinations**

**Extenuating Circumstances Policy Guidelines for Students and Staff**

**Overseas Absences**

Students are not usually permitted to return to their home country during term time, whilst teaching and assessments are taking place. If you require any further information on this please visit the ULMS Student Support Office and also contact the International Advice and Guidance Team via email at iagteam@liverpool.ac.uk. Please ensure you use your University email account and include your student id number on any email correspondence.

**Jury Service**

From time to time students are called for jury service. Jurors are selected at random by Her Majesty’s Courts Service from the electoral register and everyone on the electoral register between the ages of 18 to 70 may be selected.

Where jury service is likely to interfere with your study or assessment, you may seek deferral of the service. The Jury Central Summoning Bureau evaluates any requests for deferral, which is usually no more than for 12 months. A letter can be obtained from the Director of Student Administration and Support to assist you in any request for a deferral. To do this you should complete the jury summons including Section 3 and take the completed form to the Student Administration Centre on the ground floor in the Foundation Building. The Student Administration Centre is open Mondays- Fridays between 09:00 and 17:00.

When a jury summons is received by the Student Administration Centre, the Director of Student Administration and Support will write on your behalf to Her Majesty’s Courts Service enclosing the summons and explaining that it would be detrimental to your studies to experience disruption due to undertaking jury service. It should be noted that the University can only make a request for deferral: the decision to allow a deferral rests with Her Majesty’s Courts Service.

Her Majesty’s Courts Service will reply directly to you. Where no reply is received in a reasonable time you should contact Her Majesty’s Courts Service to enquire about the progress of your application for deferral.
The University cannot request an excusal on behalf of a student. Excusal requests should be sent directly by a student to the Summoning Bureau.
ULMS POLICY AND GUIDANCE ON PROVIDING REFERENCES

Whether you choose to apply for a job or a course of Postgraduate study following graduation, you will be required to provide academic references. These notes outline the procedure for requesting references from Management School staff, and offer useful guidance on how to get the best references possible.

It is essential that you follow the correct process in order for your reference request to be dealt with efficiently. The School reserves the right not to provide references to students who abuse the system.

How do I request a reference?

Email ulmsref@liverpool.ac.uk with the following details:

- Your name
- Your student number
- Your programme of study
- The name of your Academic Advisor (this can be found in your Liverpool Life Record)
- The name of your Director of Studies, if a second reference is required
- The reason why you have requested a reference (e.g. postgraduate study or job application).

You should provide the name of the programme and institution to which you are applying, and/or details of the position and the employer.

Students who require two referees will receive the second reference from their programme Director of Studies. Students should request references from no more than two referees. If a third reference is required, please provide evidence of this when requesting your reference, including the name of the institution they are making the application to.

How long does it take to receive a reference?

Due to the volume of requests received for references, you should allow two weeks for your reference to be completed.

What information is contained in a reference?

A reference is a summary of factual information known to the Management School, together with a supporting statement provided by a member of academic staff. The information provided in your reference will include:

- Details of all your module marks (including first year grades)
- Details of any academic prizes awarded
- Details of any extra-curricular activities known to the School. This will include activities such as Enactus (SIFE), IBM Business Challenge, student representation and offices held within student societies associated with the School
- A supporting statement provided by your referee
Who can act as a referee?

Your first referee will be your Academic Advisor. Your second referee will be the Director of Studies for your programme of study. Academic staff have the right to refuse to provide a reference where they feel that a student is making an inappropriate application. For example, if you plan to apply to an academically demanding programme or institution but your academic record is not strong, staff may feel unable to support your application. In these circumstances, your Academic Advisor or second referee will arrange to meet with you to explain why they cannot support your application and to offer guidance on other options that may be available to you.

Your referees do not have to be from the subject area that you are studying or that you plan to study at Postgraduate level.

What is a supporting statement?

The supporting statement is information that your referee provides based on his or her relationship with you. It may include a commentary on your academic performance, a view on your commitment to your work and thoughts on any key skills that you have that support your application for the role or Postgraduate programme that you are applying for.

In order for a statement to be written, it is essential that you have a good relationship with your referee and that you have given them an opportunity to get to know you during your time at University. To help your referee, you should consider:

- Meeting them during their office hours. This might only be once or twice per semester for a short meeting to talk about your progress during the semester and to chat informally about modules you plan to take, work experience that you are seeking etc.

- Maintaining “visibility” in class. Contribute to tutorial discussions and to discussions on the VITAL module page.

- Becoming involved in School activities – perhaps join the IBM Business Challenge, act as a student representative, or support the School at an Open Day.

Remember – if you don’t give your referee an opportunity to get to know you, they cannot write a meaningful reference that will help your application to stand out from the others. This is your responsibility!

I am not a Management School student – can I still ask staff for a reference?

Students registered for programmes that are not owned by the Management School should approach their Academic Advisor and staff in their home department in the first instance. It is not necessary for references to be provided by staff in particular subject areas. Combined Honours students who have an Academic Advisor in the Management School may approach that Advisor for a reference.

The student’s home department should be asked to provide the first, primary reference.

Can I see my reference?

In most cases, references are provided directly to the organisation who requests the reference so you would not normally expect to see the reference. However you can request to see your
reference. This is entirely at the discretion of your referee. Electronic copies of your reference will not be provided to you.

**How many references can I request?**

There is a high demand for references, particularly in relation to Postgraduate courses during the first semester of the academic year, and it is not possible for your referee to provide large numbers of references. In order to be able to provide meaningful references, it has been agreed that your referee will provide you with a **maximum of five references for Postgraduate programmes per semester**. This means you will need to think carefully about the institutions that you apply to, making sure that you target Universities where you are capable of reaching the entry requirements and which offer courses that most suit your academic interests. You should not apply to courses in a “scattergun” fashion.

Academic Advisors and Directors of Studies will act as first and second referee. **Students cannot change referees.** For further advice on applying for Postgraduate programmes, please visit the Careers and Employability Service and keep an eye out for Sessions on Advice on Postgraduate Study in ULMS Extra.

Work references are normally only taken once an employer has made a job offer, and so there is no cap on the number that can be requested.

**What can I do if I’m unhappy with my reference?**

Staff put significant time and effort in to providing students with appropriate references based on the factual information available and their personal knowledge of the student. The reference that they provide is final and you should not ask your referee to make changes to the information that has been provided. **References are not negotiable.**

**What other supporting documents can I obtain?**

You can print an unofficial copy of your transcript at any point during your registration or following your graduation\(^1\). To do this you should log into Liverpool Life (previously known as the Spider Student Web), choose the ‘Student Records’ tab and then select the options ‘Academic Transcript’ followed by ‘Internal Transcript’.

Formal University transcripts and Diploma Supplements can be obtained from [http://www.liverpool.ac.uk/graduation/transcripts.htm](http://www.liverpool.ac.uk/graduation/transcripts.htm).

You should contact Student Administration and Support Division directly (studentenq@liverpool.ac.uk) if you require a formal Certification of Degree Result or a transcript of marks. Please be aware that it can take up to 20 working days for documentation to be provided.

**What other support is available to me when making applications?**

The Careers and Employability Service can provide a wealth of support and information, whether you are applying for your first job or you are planning further study.

You may find the following particularly useful:

\(^1\) Graduates must previously have been able to access Liverpool Life (previously known as the Spider Student Web) whilst they were a registered student in order to make use of the functionality.
• Improve your CV in 30 minutes – a one-to-one session which provides expert help on improving the layout, structure and content of your CV.

• Application masterclasses – Hear first-hand from leading graduate recruiters on what they look for from candidates and get tips on making a successful application to their company.

• Interview skills; Assessment Centres – run by the Careers Service and leading employers, these provide opportunities to practise your skills and get feedback on how to improve.

• Postgraduate study – practical sessions on how to prepare an effective personal statement to support your application

• International support – sessions tailored to the specific needs of international students. These cover topics such as making graduate applications, preparing an effective CV and preparing for job interviews.

For further information about the workshops and sessions that are currently available, and to book your place, visit www.liverpool.ac.uk/careers.

Remember, the University of Liverpool Careers and Employability Service will continue to provide support for up to five years after you graduate.
**Key Dates**

Students can check academic term dates on the University website using the following link:

https://www.liverpool.ac.uk/term-dates/

It is good practice to check the term dates page regularly for any updates to dates/times. Students should also be reminded that they are expected to be in attendance at University during term time as module related assessments can be set at any time.

**Exam/Assessment Results**

These are available using the Liverpool Life portal – found on the university network – accessed using your student number and Liverpool Life PIN (which you should set using the instructions on Liverpool Life at the start of the year). Look out for emails confirming the date of the release of results.

**Resitting Overseas**

Students requiring overseas re-sits should be aware that there will be a deadline for organising overseas re-sits shortly after the publication of results in early July. Overseas students should consult the Student Administration and Support web pages for further information on deadlines and procedures here: http://www.liverpool.ac.uk/studentsupport/ist/studying/examinationsandresits/
NOTES

The next few pages are here for you to make any important notes throughout the year. If it’s a question or if it’s a thought, write it down and then look back through the handbook to see if your query can be answered.