

Key Information for Tutors 2018/9

**This document is intended to bring together all aspects of the student experience for the start of the academic year. The key themes underpinning this document are:**

1. **The full implementation of the objectives of the University’s learning and teaching goals.**

Students need to understand that they form part of an academic community with their tutors, and together we work to produce continuous academic development throughout the year and between levels C, I and H. There should be clear expectations of what a graduate (either combined or single honours) in the subject has to do to show competence.

1. **The significance of the weekly tutorials, with a named tutor. The University places these at the heart of developing relationships with individual students in the context of their academic learning.**

These tutorials give tutors an ideal opportunity to encourage every student to engage with their studies and to follow them up when they do not do so. It should be clear to students that those running these tutorials are also their personal tutors.

1. **The confidence that every student’s support needs are known and are addressed to the best of our ability in pursuance of this University’s goal to know its students ‘one by one’ i.e. personally and individually.**

The Liverpool Hope Engagement Strategy for Level C students is key to successful study outcomes for students new to Hope.

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**1. Key Dates for Start of 2018/9**

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| **Date 2018** | **Student Cohort** | **Event** |
| 6 August onwards | Level C | Individual timetables released (all Level I and H released in July) |
| 6 August onwards | Level C& NEW Level I,  NEW H & New PGT | Online Registration opens |
| 3 September | PGCE Primary | Term Starts |
| 4 September | PGDE Primary | Term Starts |
| 10 September | PGCE Secondary | Term Starts (students may already have been in school prior to this date) |
| 11 September | UG Students requiring (re)assessment | Results release |
| 12 September onwards | Level I and H & returning PGT | Online Registration opens |
| 14 September | All UG students | Moodles and Course Booklets to be fully populated |
| 17 September | PG Students requiring (re)assessment | Results release |
| 20 September | Level C Non Resident Students | Information Day (see detail below) |
| 20 September onwards | NEW International Students | UK Border Agency document checks and production of ID Cards |
| 22 September | Resident UG (all levels) | Arrivals day all residences (see detail below) |
| 24 - 28 September | Level C | Terms starts with Induction/ ‘Welcome Week’ |
| 1 October | Level H BA (QTS) (YEAR 4) | Term Starts |
| 1 October | Level  I & H, PGT | Term Starts |
| 1 October | NEW PGT | Postgraduate Taught Welcome & Induction Session / Meet your Tutor |
| 12 October | All students | FINAL DEADLINE FOR REGISTRATION & FOR CHANGING COURSES |

**2. Induction Week Activities for Level C**

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| Key Dates and Important Information | | | | |
| **Date** | **Location** | **Time** | **Activity** | **Information** |
| Thursday 20 September | Hope Park | All Day | Welcome day for non-resident students (notified by letter) | Non-resident students offered opportunity to visit Hope Park to:  Have campus orientation and to provide proof of Identity. |
| Saturday 22 September | All residential campuses | All Day | Arrivals day for resident students | Resident student’s arrival.  Settle into halls of residence and meet their SRT. H&S, Hall meetings & Social events. Register with GP. |
| Sunday 23 September | All residential campuses | All Day | Welcome activities for all residential students | SRT, SU and Chaplaincy to run social activities and Hall meetings. |
| Monday 24 September | Hope Park | 10:00 -11:00 or 11:00 -12:00  12.00 - 13.00 or 13:00 to14:00  14:00 - 15.00 or 15:00 – 16:00 | Block A Tutorials  Block B Tutorials  Block C Tutorials | Academic Tutorials  Every student (both combined and single hons) will have two tutorials a day Mon-Wed.  Tutorials will be on at Hope Park.  Sessions should be appropriate to the discipline.  Tutors will discuss the University’s requirements in terms of engagement. Each student will be required to sign the Engagement statement. |
| Tuesday 25 September | Hope Park | 10:00 -11:00 or 11:00 -12:00  12.00 - 13.00 or 13:00 to14:00  14:00 - 15.00 or 15:00 – 16:00 | Block C Tutorials  Block A Tutorials  Block B Tutorials | Academic Tutorials as detailed in this guide pg.10 |
| Wednesday 26 September | Hope Park | 10:00 -11:00 or 11:00 -12:00  12.00 - 13.00 or 13:00 to14:00  14:00 - 15.00 or 15:00 – 16:00 | Block B Tutorials  Block C Tutorials  Block A Tutorials | Academic Tutorials as detailed in this guide pg.10 |
| Thursday 27 September | Hope Park | 9:30    10:30  11:30  10:30 – 16:00 | Departmental Welcomes and SSW Talk  Departmental Welcomes and SSW Talk  SSW Talk  Freshers’ Fair, Sports Centre. | This is an opportunity to meet the HOD and other departmental staff. Department sessions will focus on ‘how to be successful in the department’. SSW sessions will profile all support services.  All sessions will be at Hope Park.  Sessions will run twice to accommodate combined honours students. |
| Friday 28 September | Hope Park | 10:00  11:15  12.30 | Commencement Celebration, Chapel | All new students will be expected to attend Commencement Celebration. A record of attendance will be taken and personal tutors will be informed of any of their tutees who did not attend.  Students Retaking Level C will be expected to attend a re-engagement meeting instead of attending the Commencement Celebration. |

The key outcome of induction week should be that every student builds a working relationship with their tutor.

* Students studying a Dual Major have been scheduled one tutorial each day on Monday, Tuesday and Wednesday for each 60C unit.
* Students studying a Single Honours degrees consisting of two 60C units that are both utilised within the dual major system have been scheduled one tutorial each day on Monday, Tuesday and Wednesday for each 60C unit.
* Students studying a Single Honours degrees that only has one 60C unit utilised in the dual major system or 120C of stand-alone study will attend one set of Induction Tutorials (as described below) and three bespoke Induction Tutorials, agreed by the HoD, to ensure tutees are aware of the depth of learning in the discipline. One Induction tutorial and one additional tutorial has been scheduled for each day on Monday, Tuesday and Wednesday.
* All Tutorials will be based at the Hope Park to enable completion of building work at the Creative Campus.
* A special Induction Week timetable for the shuttle bus will be created specifically for travel between the Creative Campus to Hope Park.
* The content of Induction Tutorials needs to be carefully considered. There is a requirement to discuss transition to HE, the meaning of engagement at Hope and aspects of study in the given subject. There is also a more basic need to get to know each other, understand the requirements of induction week, orientation and to promote social activities.
* There is a need for tutors of students on a Dual Major Degree or Single Honours Degree consisting of two 60C units that are both utilised within the dual major system, to recognise that students will have Induction Tutorials for both 60C units. To avoid unnecessary (and potentially boring) duplication it is essential that the content of these tutorials are framed in the context of the specific discipline or subset of the discipline to which the tutorial is linked.

**The Induction Tutorials**

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| ***The Induction Tutorials*** |
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| ***Tutorial One*** |
| * *Learning everyone’s name* |
| * *Explanation of what is happening for the rest of the week.* |
| * *Commentary on the transition to HE* |
| * *Discussion of what we expect of the Hope student in the context of the discipline.* |
| * *Discussion of what the Hope student can expect from the University/Department.* |
| * *Bring in existing students on this course either physically or virtually.* |
| * *Answer any questions from the students about their course and the University.* * *Introduction of the Engagement Statement (I.e. meaning of full time study, max hours of work per teaching week, obligations to SLC)* * *Signing of the Engagement statement.* |
| ***Tutorial Two*** |
| * *Commentary on what it means to study in HE* * *Discuss student’s background and previous academic trajectory* |
| * *Introduction of the course booklet and the enhanced timetable* |
| *Help students understand and study within the Hope Curriculum and how they will be assessed (i.e.* The relationship between lectures, workshops, seminars and the weekly tutorial – how they link up, how a work portfolio is built up and assessed, how the year mark is established and what it counts for, how the year mark contributes to overall assessment.)  How the year counts to the degree classification and HEAR  *Signposting to the various support services.*  *Discussion of who is who at the University.* |
|  |
| ***Tutorial Three*** |
| * *Commentary on learning in the discipline.* |
| * *Students to bring completed prescribed task (sent prior to start of term) for discussion.* |
| * *Group to focus on an accessible Problem Based Learning task which develops relationships between group members* * *Introduction to My Careers Centre* |
| * *Remainder of week to be clarified.* |
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**3. Departmental Information for Students**

Personal tutors will be provided with information relating to their tutees by **12th September**, and a detailed personal information sheet will follow on **September 14th** in hard copy. Tutors can access up to date information throughout the year for each tutee via the Personal Tutor Hub which provides live information throughout the year for each tutor about their tutees.

**Personal Email**

Each personal tutor should send an email to their new Level C student on **September 14th**, introducing themselves and opening a line of communication for any pre-arrival enquiries. A draft of this email will be available, for adaptation, from FEOs in early September.

**Course Booklets**

Every student should be provided with a course booklet for each 60C unit, which includes an indicative weekly timetable. This timetable should be enhanced to include indications of how students might use hours outside those scheduled for direct contact. For Level C, these must be loaded onto the appropriate Moodle by the member of academic staff responsible for that Moodle by a final date of **14 September 2018** (except in the case of PGCE material which must be loaded prior to the start of teaching for the particular cohort concerned). Departments may provide hard copies if they wish to do so. Each Moodle should include directions to the pre-arrival tasks necessary for induction week tutorials.

Blank copies of the course booklets for 18/19 can be obtained from the L & T website:

<https://www.hope.ac.uk/gateway/staff/learningandteaching/learningandteachingresources/>

**Moodles for the Department and for 60C units**

Every 60C unit must have its own Moodle. Departments should also have a Departmental Moodle for general information. This will ensure that every student has a consistent experience of using Moodle regardless of what subjects(s) they are enrolled on. Where subjects have a single 120C unit a single Moodle should be produced.

**Creation of Moodles for 2018/9**

All Subject Moodles (i.e. for every 60C unit) will be automatically created by ITS and released in late June. The designated leader of the 60C unit will be identified as the owner of the Moodle page. They and all students on that subject, will be automatically enrolled onto the Moodle. The owner can then add additional staff to contribute to and maintain the Moodle. Unless it is specifically necessary, all QTS and international students should be included with the main cohort on a single Moodle rather than having separate versions for these groups. ITS should be asked to combine Moodles where necessary. When they log in students will see a list of Moodles for their Subjects (60C units) and staff will see all Moodles they own, or have been given access to by the owner. All will see the Library Moodle. Content from previous years will not be copied across automatically. Only the News Forum is created automatically; all other content must be created by the Moodle administrators/owners. All 60C Moodles must include an ASPIRE reading list.

Tutors must populate the Moodle as fully as possible prior to the start of the academic year and may use the ‘hide/show’ function to give students access to this material as necessary. Please note that all coursework will be submitted through Turnitin on your 60C Moodle; this facility will be available at the start of undergraduate teaching.

**Maintaining your Moodle**

Guidance is available on the L & T website to help staff add material and maintain their Subject Moodles:   
https://www.hope.ac.uk/gateway/staff/learningandteaching/learningandteachingresources/  
  
The Toolkit includes guidelines as to how tutors can perform the backup and create other content.

**The Moodle for each 60C unit at all levels must contain as a baseline:**

* Welcome Message from the course team
* Course Leader’s name and contact details
* Course booklet following the standard structure
* What’s New/ News Forum/ Discussion forum (at least one of these)
* Learning outcomes
* Assignment details, submission dates and marking criteria
* Course programme showing details of all sessions and tutors for the year
* Core and recommended reading list **obtained through the ASPIRE system**
* Lecture outlines/materials as appropriate (There must be strict adherence to the guidelines agreed by the HODs as set out in Appendix  1)
* External Examiner’s details and signposting to their reports and the departmental response to the report (on the Departmental Moodle)
* Reports of outcomes and actions from previous year’s course evaluations
* Sample Exam papers.

**The Moodle for each Department should contain as a baseline:**

* Welcome message from the HOD
* Outline of Department and all staff members
* External examiners reports for all awards run from within that Department.

**Clarity on Different Types of Teaching Sessions:**

Departments should ensure that students are absolutely clear about the different formats, requirements and functions of the lectures, seminars (or practicals, workshops etc.) and tutorials within the discipline. These should be included in the course in line with the requirements of the curriculum (Appendix 2). Attendance at all sessions is compulsory and should be monitored according to the process set out on page 10 of this guide.

**Tutorials** are weekly one hour sessions in groups of ten or less **with the same** tutor for Level C. These are intended to focus on the building of relationships (so it is essential that the same tutor meets a group each week). Students should expect to be actively involved in these sessions which should become increasingly student-led as their course progresses. More guidance on running these tutorials is included on page 10. Level C students should normally have one tutorial per week in each 60C unit.

**Seminars** are intensive sessions used for skills delivery, application of knowledge, case studies or more practical elements of a course. They are generally in groups of 20-30. Level C students should normally have one 2 hour seminar per week in each 60C unit.

**Lectures** are used for delivery of key material which is essential to a knowledge base in the specific subject a student is studying. Students should expect to be provided with an outline of the lecture on Moodle (Appendix 1) and to take notes from the material delivered by the lecturer. Level C students should have three 50 minute lectures per week in each of their 60C units.

**4. Level I and H students**

It is important that particular attention is paid to students giving cause for concern at the end of the last academic year. The following groups of students need particular attention:

* Students whose attendance was below 50% in last academic year,
* Students who are required to resit or retake (from either June or September boards).

**The New Term:**

Departments should seek to begin academic engagement as quickly as possible at the start of the new academic year. It is however important that students are reminded about operational and support matters in the first session of the new term.

Remember that there are a number of new students entering at Levels I and H (from other institutions through APL). SSWB will run a generalised induction and welcome to the University for these students. Student Administration will provide Departments with lists of any arriving in their subjects. Departments need to make contact and ensure good academic induction. This is also the case for international students arriving for Study Abroad and Exchange.

**Information for Level I and H students:**

Departments should provide Level I and H students with Course booklets and Moodles as above. Departments should also remind students about the following Student Gateway webpages:

<http://www.hope.ac.uk/gateway/students/>

**5. Operation of Tutorials for Level C students**

The 1:10 tutorials are fundamental to the academic endeavour at Hope. The building of a solid relationship between each student and at least one member of academic staff is key to both student engagement and retention.

Monitoring of attendance and follow up of non-attending students at tutorials is essential.

The following parameters should be observed in all small group teaching (agreed by HODs May 2015):

**Organisation**

* Each department has a ‘relationship building’ strategy for use within the tutorial system, specifically to support the long-term building of relationships within the groups.
* Engagement within tutorials is closely monitored with students displaying low engagement being systematically followed up.
* Clear and explicit details of tutorial activities are overviewed in the handbook and on the relevant Moodle.
* Clear and high expectations of behaviour (including participation and attendance) within the tutorials are set within the first weeks of the tutorial sequence at Level C.
* Students are clear that tutorials must be attended.
* Students are fully aware of how and when they are assessed.
* All students are aware that their tutorial leads are their personal tutors and the tutorials act as a focal point for a pastoral network within the department. Tutors are trained for this role.
* A clear definition of what is meant as ‘student led’ is agreed within the department and this is put into practice across all tutorials.
* Activity within the tutorials forms a core part of the assessment for that year.
* At each level there is a clearly identified academic literacy development component to the tutorials.
* Note the prescribed content for tutorials in induction week.

**Content**

* All tutorials act as clear linkage between the Lectures and the Seminars.
* The tutorial programme in each subject should build toward the completion of a portfolio each week between sessions.
* Every Portfolio must include four Career Assessments, available at My Careers Centre, completed by week 6.
* Each department has a strategy for building peripheral academic practice skills such as time and workload management within the tutorial sequence.
* Tutorial schemes in each subject should include an incremental career planning strand. Feedback indicates that this is more useful as a continual theme throughout the programme rather than having full tutorial/seminars labelled as careers sessions.

**6. Monitoring Attendance and Engagement**

Important changes to attendance monitoring have been made for this academic year.

The events which will be used to monitor attendance automatically will be:

* Level C – All timetabled events
* Level I - All timetabled events
* Level H - All timetabled events
* Level M - All timetabled events

Attendance will be recorded either online by each tutor or via a swipe system.

The monitoring process will be:

* The monitoring system will send a message to highlight cause for concern to the Personal Tutor if a tutee’s overall attendance drops below 85% or they miss two tutorials (whichever happens first).
* Subsequent absences will still be recorded and added to the total but no specific action will be triggered by the system.
* At week 3 and week 6, reports will be issued to each tutor summarising the attendance situation for their students.

In the case of Level C, it should be noted that tutorials in the induction week will be included and can trigger an e-mail. At the start of the following week, the absence count will remain and continue to increment. However, the flag showing that the e-mail has been sent will be reset so that, in the event of absence from then onwards, the first occurrence will generate a further e-mail to the tutor.

**Check Points**

There will be two check points on student engagement - in week 3 and week 6 in the Level C tutorial programme where tutors will need to confirm the engagement of their tutees. At week 6 any student who is confirmed as not engaged by their tutor will be recommended for termination of studies.’

**Week 3 (end of the week beginning 15th October)**

1. A list of student’s attendance will be generated from the attendance monitoring system, this system records all absences.
2. Personal tutors will contact students whose attendance is a cause for concern.
3. Administrators will make contact with these students on behalf of the Head of Department. This is aimed at encouraging students to resolve the issues with their attendance, seek support with any underlying issues and make arrangements to facilitate completion of missed tutorial tasks.
4. This should be viewed as an opportunity to take remedial action.
5. Additionally, student administration will take this time point as an opportunity to remove from class lists students who remain pending registration.
6. Students who have never attended at this point, and have not been in touch with their personal tutor will have their studies terminated.

**NOTE: SUBJECTS WILL SET THE EARLY ASSESSMENT IN WEEK 3, THIS WILL BE RETURNED WITH FEEDBACK IN WEEK 4. THIS IS ALSO A PIVOTAL ENGAGEMENT CHECK POINT.**

**Week 6 (end of the week beginning November 5th)**

1. Tutors will be required to confirm whether students are engaged with their Subject. A ‘No’ outcome will indicate to the Registrar that the Faculty are recommending termination of studies.
2. The decision to recommend a ‘No’ should be a recommendation from the Personal Tutor and endorsed by the Level Coordinator and the Head of Department.
3. The Personal Tutor, in making the recommendation, should be aware that the University and the student have drawn up in tutorial 1 in Induction Week, an agreement in which the student is aware of the University requirements in terms of engagement. Therefore, non-engagement at the end of Week 6 indicates that the Personal Tutor is recommending termination because the student has, in a large part, failed to work within the terms of the agreement. The use of the grid below, by each personal tutor, would provide the University with an audit trail that clearly states how the decision to recommend termination was reached and may also be a useful guidance note for personal tutors. A ‘no’ against criterion 1 and 2 below would clearly give grounds for recommending termination. The other criterion should be used purposefully by personal tutors to make a final judgement

|  |  |
| --- | --- |
| **Criterion** | **Engaged**  **Y/N** |
| 1. Attendance at all timetabled sessions (including tutorials, seminars, workshops, practicals, laboratory experiments, field trips and lectures) as appropriate to your discipline. |  |
| 1. Submission of all formative and summative assessments as required. |  |
| 1. Active involvement in all student led learning activities. |  |
| 1. Active and respectful membership of your learning community. |  |
| 1. Demonstration of enthusiasm and passion about your discipline. |  |
| 1. The undertaking of study related activities for the equivalent of 40 hours a week during teaching weeks. |  |
| 1. Weekly reading of the set material and being prepared to engage in related activities in the tutorial. |  |
| 1. Effectively utilising the virtual learning environment and other learning resources. |  |

**The Engagement Statement**

Decisions about engagement are fundamentally dependent upon the University’s requirement and guidance for student engagement is as follows:

As a student of Liverpool Hope University, we require the following of you and these criteria will be used by your tutor as a measure of engagement:

1. Attendance at all timetabled sessions (including tutorials, seminars, workshops, practicals, laboratory experiments, field trips and lectures as appropriate to your discipline).
2. Submission of all formative and summative assessments as required.
3. Active involvement in all student led learning activities.
4. Active and respectful membership of your learning community.
5. Demonstration of enthusiasm and passion about your discipline.
6. The undertaking of study related activities for the equivalent of 40 hours a week during teaching weeks.
7. Weekly reading of the set material and being prepared to engage in related activities in the tutorial.
8. Effectively utilising the virtual learning environment and other learning resources.

**Students will be required to sign, jointly with their personal tutor/s a hard copy of the engagement statement in the first tutorial in induction week for each 60 C unit. The release of student ID cards will be dependent upon completion of this task, and student loans will only be released on collection of the ID card.**

The hard copy version of this engagement statement is included in Appendix 3 of this document

**7. Student Support**

**The Personal Tutor Hub**

The Hub is your first port of call in accessing information about your personal tutees, including linking you to their Success Navigator results. The Hub is been designed to include a summary of your students key information, including their personal statement submitted as part of their application. Over the course of the term the students on course risks will change as their attendance and other markers of engagement change.

More information about the Hub and the traffic light system, alerting tutors to pre- and on-course risks can be found in Appendix 4.

**Personal Tutees**

You are the personal tutor to the group of students in your tutorial group(s). You should ensure that your students are clear about this role. Students on combined honours programmes will have two Personal Tutors.

As a personal tutor you should offer initial support to students, firstly in a general pastoral context and secondly when they approach you with specific support needs.

Where necessary students should be guided to the appropriate support service or to the Gateway Service Desk where the staff will be able to provide assistance (gatewayhope.ac.uk or 291 3831).

**Students who want to leave the University**

Personal tutors should provide initial support and guidance.

If they are still insistent that they wish to leave, these students should be referred to an FSAA who will give further advice and may make recommendation to the Dean that the student be allowed to withdraw.

The student should complete a withdrawal form.

The withdrawal form must be signed by the Dean.

**Students who wish to change course**

Departments should not seek to unreasonably counsel students to stay on a course if moving subjects will retain them as a Hope student.

New level C students will be able to change course within the first 2 weeks of term. This is subject to their having the appropriate motivation (and qualifications where necessary). **Students who change course will be required to sign an Engagement Statement relevant to their new route. The process for changing subject will be automated via an online system within a 2 week window.**

Returning Level I students may be able to change course within a restricted number of cognate subjects which will be agreed with Departments prior to the start of term.

An independent team of course advisors will be established who will be available throughout the first 2 weeks to provide advice on course change. They will make direct recommendations to the Deans about course changes and will inform both Student Administration and timetabling directly about the need for that student’s record to be changed.

**All students can access additional information as follows:**

Information for New Students webpages:

<http://www.hope.ac.uk/informationfornewstudents/>

Student Gateway webpages:

<http://www.hope.ac.uk/gateway/students/>

**8. Assessment Strategy**

Assessment for each 60C unit should follow the standard model. In all cases this should include an examination.  Tutors should include details of all assessments including weightings, marking criteria, submission dates and feedback dates in the course booklet. All assessments (and particularly examinations) should be sent to the External Examiner for comment prior to being published to students. Departments should adhere to the timelines set out in the Assessment Grid, which is ratified by the December meeting of Senate each year.

**The University Assessment Strategy is as follows:**

**Assessment tasks should be designed to:**

* match the formally approved pattern, and enable students to demonstrate that they have satisfied intended learning outcomes;
* be appropriate to the relevant level in the Framework of Higher Education Qualifications;
* be inclusive and unambiguously worded;
* minimise opportunities for academic misconduct;
* reflect, where appropriate, the integrated nature of undergraduate degrees, and the modularity of postgraduate provision;
* provide a relatively small load of formal assessments, underpinned by regular opportunities for informal assessment and feedback.

**Students should be assessed in a transparent manner, in which students are provided with clear statements of:**

* the criteria by which their work is assessed;
* the rationale for marks awarded;
* rules governing progression, completion and award classifications;
* the consequences of failure.

**Students should have opportunities to receive feedback, on examinations as well as coursework, which:**

* is timely and accessible;
* gives a clear indication of not only the strengths and weaknesses of work that has been undertaken, but also how students might improve marks for future assessments.

**Decisions about students’ marks, progression and awards should be devolved as far as possible to individual Departments, with standards maintained across the University by:**

* internal and external moderation of assessment tasks and students’ work;

**When designing assessment tasks tutors should also refer to the University Enhancement of Assessment Policy, which was authored by the Communities of Practice in 2014/5 and forms part of the Learning, Teaching and Assessment Strategy.**

**9. Assessment Regulations and Guidelines**

A good way of finding out about the University's **assessment regulations** and  **guidelines** is by visiting the ‘understanding your degree’ pages of the website which have links to clear explanations of degree calculations as well as more detailed information as listed below. **The Registrar will be providing development sessions for all academic staff on key assessment related information at the start of the new academic year.**

<http://www.hope.ac.uk/gateway/supportandwellbeing/studentadministration/understandingyourdegree/>

[**Assessment of Students (Regulations)**](http://www.hope.ac.uk/gateway/students/supportandwell-being/studentadministration/understandingyourdegree/assessmentofstudentregulations/)

* General Assessment Regulations
* Concession for Students with an Illness, Disability, Injury, Other Circumstances
* The Submission of Coursework and Penalties for Late Submission
* Academic Misconduct
* Determining Overall Results for Undergraduate Blocks and Postgraduate Modules
* Reassessments, Re-presentations and Retakes with Attendance
* Progression within, and Completion of, Undergraduate Programmes
* Progression within, and Completion of, Taught Postgraduate Programmes
* The Classification of Undergraduate Degrees
* The Classification of Taught Postgraduate Awards
* General Regulations Governing Awards
* The Disclosure of Results
* The University's Examining Bodies
* The University's External Examiners
* The University's Internal Examiners and Assessment Co-ordinators

[**Assessment of Students (Guidelines)**](http://www.hope.ac.uk/gateway/students/supportandwell-being/studentadministration/understandingyourdegree/assessmentofstudentsguidelines/)

* Provision of Information to Students about How they will be Assessed
* Mitigating Circumstances Policy - Illness or Mitigating Circumstances
* Marking Scales
* Assessment Descriptors
* Coursework Submission Arrangements, and the Conduct of Examinations and In Class
* Academic Misconduct
* Dissertations and Research Projects
* The University's External Examiners
* Borderline Degree Classifications
* Discretionary Merit and Distinction Awards
* Agenda & Minutes Templates - Internal Examiners Committees & Boards of Examiners
* Understanding Board Transcripts
* Returning and Retaining Work, Giving Feedback, and Disclosing Formal Results
* Students who Query Marks
* Internal Moderation Guidelines

You must assess students precisely in accordance with the pattern approved by the Faculty through the approval process or following changes approved at Faculty Boards.  If you want to change the pattern of assessment in a 60C unit you must get Faculty Board’s approval and ensure that Student Administration are made aware of the change so that SITS can be updated.

Appendix 1

University Policy on Making Teaching Material available to Students

**1. Required Reading for Tutorials and Seminars**

* Student Handbooks should give full details of reading that is required of students ahead of seminars and tutorials throughout the year.
* Reading lists should also be made available through the Aspire reading list software on Moodle which will allow direct links to the library catalogue and online resources.
* Frequently the reading material is in course text books, in which case it would not normally be uploaded to Moodle. Similarly, when the material is to be accessed on line - either via a web site or from within Hope's electronic collections, then the content itself would not normally be uploaded to Moodle, instead links should be created from the Aspire reading list.
* On those occasions when, in abidance with copyright legislation and licences, reading material is directly posted onto Moodle (as, for example, in the case of scanned articles or chapters) the tutor should aim to upload it no later than one week before the session.

**2. Posting Material before Lectures**

* No later than 24 hours before the class, all students are to be provided via Moodle with either an outline of the lecture which can form the basis of their note taking or the complete PowerPoint presentation for the lecture – whichever the lecturer judges to be appropriate to the style and content of the lecture.
* There are two exceptions to this rule:
  + When a lecturer may build a lecture entirely around working with a particular text, and so may not make significant use of a PowerPoint presentation. If, in such cases, the text is to be made available via Moodle, the tutor will aim to upload it no later than one week before the session.
  + When a guest lecturer is used from outside Hope. In such cases within 24 hours of the end of the lecture any PowerPoint presentation projected during the lecture will be posted on Moodle if this is not available in advance.  Any copyright material (usually images) would have been removed.

**3. Provision for Students with Learning Support Plans**

* No later than 24 hours ahead of the class, all students with LSPs are to be provided with electronic versions of lecture material to be used in the lecture, including PowerPoint presentations – though any copyright material (usually images) and answers to questions posed to students in class will have been removed.
* In many instances this provision will be made via the general Moodle posting outlined in section 2 above.  If, however, an outline of the lecture is posted to Moodle, then the tutor will email a copy of any PowerPoint presentation to the student, the conditions in the previous bullet point having been observed.
* Lecturers would not normally make available in advance material such as classroom quizzes. This type of exercise is designed to help students to rate their own progress and understanding, without contributing to the grade awarded for the year. Lecturers who intend to use these approaches will speak with students with LSPs in advance to offer additional opportunities for these students to check their own progress.

**4. Posting Material after Lectures**

* Within 24 hours of the end of the lecture any PowerPoint presentation projected during the lecture will be posted on Moodle if this is different to the version posted in advance.  Any copyright material (usually images) would have been removed.

Appendix 2

The Curriculum

**Key Principles**

1. To move beyond fragmentation of learning (often associated with a modular curriculum structure) to having a rounded formation of the graduate in the discipline.
2. To support student progression and enhancement
3. To ensure that staff and students have improved engagement (recognising that the design and delivery of the curriculum is a key factor in shaping engagement)
4. To ensure that academic staff/teams are central to learning and teaching in the discipline and that teaching is research informed.

**The Integrated Curriculum has been described as:**

1. Coherent
2. Centred upon an ‘essential core’, which ALL students study
3. Not broken up into self-contained units

**An Integrated Curriculum may also:**

1. Be ‘common’ (i.e. without any choices)
2. Be flexible (i.e. may change from year to year)
3. Include some element of student choice

**In support of this, the following aspects are essential:**

1. 50% of the formal delivery of a programme should be research informed teaching (lectures) and 50% geared towards self-directed learning (seminars/tutors)
2. Provision should be focused on   
   **First Year** = Introductions;   
   **Second Year** = Explorations;   
   **Third Year** = Advanced Studies
3. Lectures are 50 minutes of academic input
4. Seminars are concentrated sessions – minimum of two hours per week
5. Contact time must be at least 12 hours at Level C and 10 hours at both I and H (Levels 4,5,and 6 of the FHEQ).

**Appendix 3**

**Declaration of Engagement**

**Name**

**ID number**

**Single Honours Combined Honours**

You should be aware that the University takes engagement very seriously, if your engagement does not meet with our requirements as a learning community you may find that you are not able to continue with your studies. As a student of Liverpool Hope University we require the following of you and these criteria will be used by your tutor as a measure of engagement.

1. Attendance at all timetabled sessions (including tutorials, seminars, workshops, practicals, laboratory experiments, field trips and lectures as appropriate to your discipline).
2. Submission of all formative and summative assessments as required.
3. Active involvement in all student led learning activities.
4. Active and respectful membership of your learning community.
5. Demonstration of enthusiasm and passion about your discipline.
6. The undertaking of study related activities for the equivalent of 40 hours a week during teaching weeks.
7. Weekly reading of the set material and being prepared to engage in related activities in the tutorial.
8. Effectively utilising the virtual learning environment and other learning resources.

You are required to sign this form, declaring that you have read and understood its contents. You should ask your tutor/s to sign the form during induction week. When you collect your ID card you will be required to present your signed form, without it you will not be able to collect your card and this will delay the release of your student loan company payment.

**Student Signature**

**Tutor 1 Subject:**

**Tutor 2 Subject:**

Appendix 4

Personal Tutor Hub  
The Personal tutor hub, which can be accessed by logging on to MyHope, allows tutors to see details of all the Level C students in their tutorial groups.

A separate line will appear for each subject block being taken by the student. On each line, the information about the student shown is:

* Student Name and Number
* Whether they are an International student
* Precourse risks – displayed by hovering over the “I”
* On course Risks – displayed by hovering over the “I”
* Details of the last absence for the subject block
* Name of subject block
* Tutorial group the student has been allocated to

In relation to the risks, the rules for the risk to be classified as amber are:

Initial Student Risks

|  |  |
| --- | --- |
| Risk | Definition |
| Gender | Student is Male |
| Ethnicity | Student is in the BME group |
| Retake | Student is retaking the year of study |
| Mature | Undergraduate students with age on entry >= 21. PGT, PGCE and PGDE >=24 |
| Postcode | Student has a postcode in an area of low young HE participation |
| Other | Student has been in care or previously looked after under the age of 16 |

Course Risks

|  |  |
| --- | --- |
| Risk | Definition |
| Attendance | Attendance at Tutorials / Seminars drops below 50% |
| Non Submission | Student has an assessment with a grade of NS (non-submission) |
| Library | Student has not entered either the Sheppard-Worlock Library or the Creative Campus Library in the last 28 days (measured from 1st October, 2018) |
| Moodle | Student has not accessed any Moodle course in the last 7 days (measured from 1st October, 2018) |
| Finance Block | Access to all IT Services except e-mail has been removed due to non payment of fees |
| Learning Support Loan | Student has been turned down for a Learning Support Loan |

At the end of each entry is an action box where tutors can choose to display the Information Sheet or print it directly. The Sheet contains all of the above information together with the Personal Statement.  
On the main screen, there is also the ability to:

* Print the Information Sheets for all students in the group together
* Access the Success Navigator system