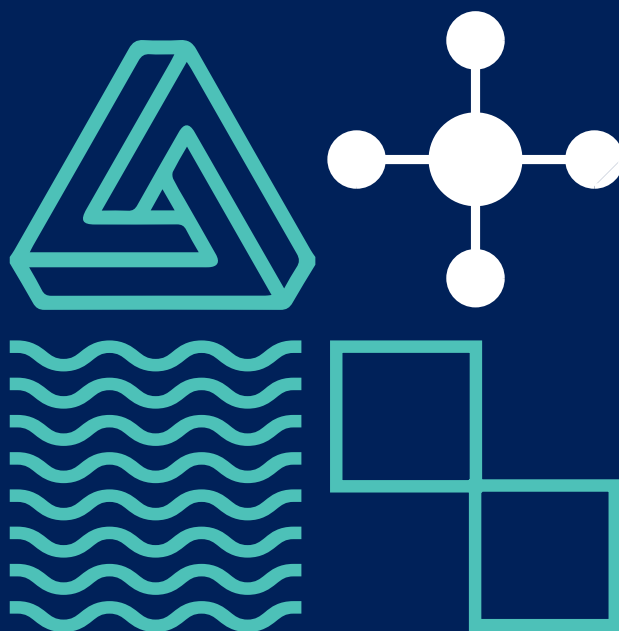


A GUIDE FOR PLACEMENT PROVIDERS

FACULTY OF SCIENCE



WELCOME TO OUR GUIDE FOR PLACEMENT PROVIDERS


The Faculty of Science Placement Learning Support Unit works annually with a large variety of organisations to provide placements to students. Whether you're a multinational, a public or third sector organisation or a charity, we will work with you to provide high-quality students for placement opportunities.

When students are on placement with you, their primary responsibility is to you and your organisation. Dedicated Faculty staff who act as academic placement tutors and the Placement Learning Support Unit are available to support you with the placement administration at each stage. All students will have a learning agreement that meets the needs of the organisation, the students and the university.

If you would like more information or to discuss taking on a placement student, please get in touch with the Placement Learning Support Unit.

Nicola Smith
Placement Learning Support Unit Manager

Get in touch

-  scienceplsu@ljmu.ac.uk
-  0151 231 2079
-  www.ljmu.ac.uk/scienceplsu
-  @LJMUSciencePLSU






ABOUT THE FACULTY OF SCIENCE

The vision of the Faculty of Science is to achieve academic excellence across the full range of science disciplines in which we are actively engaged, and to further develop areas of world-leading expertise recognised as being at the forefront of these disciplines.

We offer a comprehensive portfolio of undergraduate and postgraduate programmes designed to provide our students with the best possible preparation, not just for further study or careers in their chosen subject, but also to enter a potentially wide range of graduate professions.

The Faculty has a reputation for world-leading research and teaching excellence. We attract high-achieving students who become highly sought after by leading graduate employers. We are focused on getting them ready for a competitive work environment.

The Faculty of Science has three academic schools with students available for placement opportunities:

-  School of Biological and Environmental Sciences
-  School of Pharmacy and Biomolecular Sciences
-  School of Sport and Exercise Sciences

95% of LJMU graduates are in work or further study 15 months after graduating

Graduate Outcomes Survey 2020

THE PLACEMENT PROCESS



Why host a placement student?

Placements constitute a real learning experience for our students and help to provide a platform for the practical implementation of theory within a science-related environment. Many of our degree programmes are approved or accredited by leading professional bodies. Curricula cover a diverse breadth of professional specialisms, as well as ensuring our students understand a broad range of scientific skills and disciplines.

Benefits to you

Feedback from our current placement providers shows there are many benefits to employing students on placement. Satisfaction levels are high, with employers saying our students are highly motivated, talented and offer fresh ideas and up-to-date knowledge. Therefore, many of our students gain permanent employment – directly or indirectly – as a result of their placement. By working closely with placement providers, we are also able to ensure our curriculum is relevant to prospective employers and our students gain the desired employment skills.

Benefits to students

Work placements provide our students with invaluable experience while enhancing their academic learning. During their placements, our students will learn new skills and gain experience of working in a professional environment.



Satisfaction levels are high, with employers saying our students are highly motivated, talented and offer fresh ideas and up-to-date knowledge

What is an appropriate placement?

Any position offered for placement should present the student with opportunities for academic and practical learning, as well as ensuring they are making a sufficient and measurable level of contribution to your organisation. Training on company procedures, such as health and safety, should be made available by placement hosts to placement students. Prior to approving the placement we will ask you to complete a placement provider health and safety form.

Supervision arrangements

All placement students should be allocated a placement mentor/supervisor by your organisation who will be their key day-to-day contact. Placement aims and objectives will be agreed in collaboration between the supervisor and student. Students will also be allocated an academic placement tutor by LJMU who will be an expert in their field. The academic placement tutor will be the point of contact between the student and the placement provider. Students will be required to complete a portfolio that outlines the work undertaken during the placement. If the course endorsement requires supervision then this will be at the specifications set by the awarding body.

Work placement costs

Dependant on the course and placement type, there may be some costs associated with taking on a placement student. This could include the salary paid to a student on a sandwich year placement. Other costs may include Occupational Health Clearance and Disclosure and Barring Service (DBS) checks – the process of co-ordinating this documentation will be fully supported by LJMU.

Accommodation

If a student needs to relocate for a placement then they are expected to find and secure their own accommodation. However, in certain circumstances – for example if a placement provider expects a student to commence placement on very short notice – problems can arise when trying to find reasonably priced accommodation quickly. In such cases, any assistance that placement providers can give in securing either permanent or temporary accommodation is greatly appreciated.

Virtual or remote placements

As well as being workplace-based, there is also the opportunity for student placements to be virtual or remote. This means that students are home-based, rather than being in-situ with a provider. Remote placements could involve:

- Working on a specific individual project, for example focusing on one large project instead of helping with many small jobs
- Collating and analysing data
- Taking part in virtual team meetings
- Creating video tutorials and virtual tours
- Joining virtual networking sessions and online chats with various members of the organisation to give an insight into different roles
- Taking part in training opportunities via an e-learning platform

KEY DEFINITIONS

WORK-BASED LEARNING PLACEMENT

A work-based learning placement is a shorter placement, which is completed during a student's undergraduate or postgraduate degree course. Dependant on the course, it could range from 3 hours to 140 hours.

SANDWICH/PROFESSIONAL TRAINING YEAR

A sandwich degree, or sandwich course, is a degree involving practical work experience in addition to academic study. It includes a sandwich or professional training year spent working in industry after the student's second year of study on an undergraduate degree.

UNDERGRADUATE

Undergraduate degrees are for those studying their first degree and are usually a Bachelor of Arts (BA) or Bachelor of Science (BSc). Undergraduate degrees are three years in duration or four years with a foundation year.

ACADEMIC PLACEMENT TUTOR

LJMU will allocate students with an academic placement tutor. They will be the key contact link between the student and placement provider.

PLACEMENT MENTOR/SUPERVISOR

All students will need to be allocated a placement mentor/supervisor at your workplace. The mentor/supervisor will agree a student's objectives and will be their key day-to-day contact while on placement with you.

COURSE LEVELS

- Level 3** A foundation year, completed before students start their undergraduate degree.
- Level 4** The first year of an undergraduate degree.
- Level 5** The second year of an undergraduate degree.
- Level 6** The third and final year of an undergraduate degree.
- Level 7** Postgraduate/masters level.

POSTGRADUATE

Postgraduate degrees are for those studying a masters course, MPhil or PhD. They are studied following an undergraduate degree over one year full time or two/three years part time.



CAREERS AND RECRUITMENT FAIRS AND EMPLOYABILITY EVENTS

LJMU's Careers, Employability and Enterprise team offers employers the opportunity to connect with students through an annual programme of events. The events allow employers to showcase and promote their placement schemes and offer you the opportunity to bring in former placement students who now work for your organisation after graduation. We are exploring online equivalents of these events for 2021/22 – please get in touch for more details.

We also offer employers the opportunity to come into the Faculty of Science to present their schemes to our current second years as they decide which employers they will apply to the following year. A number of organisations do this each year and receive a good level of responses from our students. You can also send us details of placement opportunities that can be advertised to our students via our free-to-use jobs board.



ABOUT THE SCHOOL OF BIOLOGICAL AND ENVIRONMENTAL SCIENCES

The diverse, interdisciplinary School of Biological and Environmental Sciences has an international reputation for impactful research and teaching quality. Our teaching expertise lies in the disciplines of anthropology, animal behaviour, neurobiology, evolutionary and environmental genetics, epigenetics, ecology, geography, climate change, human evolution and behaviour and environmental sustainability.

93% of graduates from the School of Biological and Environmental Sciences secure employment or are in further study 15 months after graduation (Graduate Outcomes Survey 2020)



All undergraduate courses in the School of Biological and Environmental Sciences have the option of a sandwich/professional training year or work-based learning placement.

SANDWICH YEAR/PROFESSIONAL TRAINING PLACEMENT

Placement duration/start date

A sandwich placement, also known as a professional training placement, can start any time after the end of the second year exam period in May as long as the minimum time period of 32 weeks full time or 1,200 hours is completed before the beginning of the following academic year. A professional training placement commencing in the summer must be completed by mid-September the following year. The sandwich year can be spent working on one or two different placements lasting six months each. The timings of the placement start and finish dates are planned to suit the placement provider.

Placement learning objectives

The placement should aim to provide students with the opportunity to develop the qualities and scientific skills necessary for employment in a diverse and changing environment. They will gain experience of scientific expertise, knowledge and skills relevant to the workplace; develop an awareness of the scope, structure and operation of the host organisation; and develop transferable skills in order to maximise employability.



WORK-BASED LEARNING/SUMMER PLACEMENT

Placement duration/start date

The work-based learning placement is 135 hours minimum. It can be undertaken any time after the completion of the student's exam period starting from May (summer period) between levels 5 and 6. The four weeks of placement (or part-time equivalent) should be completed before the beginning of the next academic year. The timings of the placement start and finish dates are planned to suit the placement provider.

Placement learning objectives

The placement should aim to provide relevant, stimulating and career-orientated experiential learning; encourage students to develop transferable skills relevant to the work environment; and foster initiative and independence of thought.





BSC (HONS) ANIMAL BEHAVIOUR

Drawing on the disciplines of animal evolution, ecology, physiology, neurobiology and genetics, the course gives students the chance to develop observational skills and understanding of animal behaviour to equip them for a career in animal welfare, husbandry and conservation.

I did my placement at Cheltenham Animal Shelter. All the staff and volunteers were really friendly and helpful and were happy to share advice and knowledge with me. I even got the opportunity to attend a talk the staff received from an external behaviourist which I didn't expect and really enjoyed. The placement gave me experience with dogs in another setting and experience in relation to their behaviour and observations on their training. This was valuable experience as I would like to work with dogs in the future.



BETHANY TURNER, BSC (HONS) ANIMAL BEHAVIOUR STUDENT

BSC (HONS) BIOLOGY

The programme is accredited by the Royal Society of Biology. It opens up the fascinating subject of biology and provides students with a core understanding of biological theory and practical skills, as well as the opportunity to study a variety of specialisms, including genetics, microbiology, neurobiology, development and ecology.

It was an absolute pleasure to have a group of enthusiastic students from LJMU. The performance of the group was second to none. All of the students were interactive and asked numerous questions and were genuinely interested to learn about the welfare/behaviour of the animals in our care.

DEAN OWEN, PEOPLE DEVELOPMENT TEAM LEADER, RSPCA



BSC (HONS) CLIMATE CHANGE

Climate change is a pressing and challenging issue facing society. Rising temperatures and sea levels, near global retreat of glaciers, alterations to precipitation patterns and frequent extreme weather events, climate-induced changes in biogeographical patterns and loss of biodiversity pose severe threats to contemporary and future societies. This programme will allow students to investigate the issue using interdisciplinary skills.

BSC (HONS) FORENSIC ANTHROPOLOGY

The programme is accredited by the Chartered Society of Forensic Sciences. Students are taught by experts in forensic anthropology, human osteology, genetics, crime scene analysis, excavation and mass grave investigation and are actively involved in excavating medieval human burial sites in Cheshire.

I spent a week working on an archaeological site during my second year. It was interesting to see how a real site functioned and the kind of artefacts you recover from sites in England.

ROSIE CROWTHER, BSC (HONS) FORENSIC ANTHROPOLOGY STUDENT



BSC (HONS) GEOGRAPHY

Exploring the way in which our physical environment develops, and how humans affect natural processes and interact within the world, forms the basis of this programme. This vocational course offers plenty of opportunities for students to apply their knowledge in practical contexts. Fieldwork, completed both in the UK and overseas, is integral to the course.

Geography graduates are highly employable because of their transferrable skills, particularly using GIS in a range of geographical applications. Some graduates also decide to pursue careers in other fields such as financial consultancy, marketing and sales, insurance risk and loss assessment, further education, research and teaching.

KOSTAS KIRIAKOUKAKIS





BSc (HONS) HUMAN EVOLUTION AND BEHAVIOUR

BSc (Hons) Human Evolution and Behaviour offers important insights and perspectives on key topics fundamental to human existence, such as our evolutionary origins, the appreciation of human diversity, health and disease, life history patterns, past responses to environmental change, and the nature of our evolutionary relationship with our primate relatives.

Gibraltar National Museum provides students with the chance to participate in Palaeolithic

archaeological excavations at the Gorham's Cave Complex UNESCO World Heritage Site, Gibraltar.

“For anyone thinking of a future in archaeology or other similar paths, I would highly recommend this as a good way to either do work based learning or simply spend a summer in Gibraltar to get a feel for what excavating a site is really about.”

ALEXA ROBINSON, BSc (HONS) FORENSIC ANTHROPOLOGY STUDENT



BSc (HONS) WILDLIFE CONSERVATION

The course is accredited by the Committee of Heads of Environmental Sciences (CHES), the education committee of the Institution of Environmental Sciences (IES). It is taught by conservation experts and allows students to develop skills and knowledge needed to work in a professional conservation organisation. The programme allows for the development of knowledge in ecology, genetics, evolution and animal behaviour, and environmental sustainability and how to apply these to conservation practice.

“I carried out a placement volunteering for the Society for the Protection of Turtles in Northern Cyprus. I enjoyed getting real experience of a conservation job and it has enabled me to get work experience which will help when I apply for jobs in the future.”

REBECCA MABBUTT, BSc (HONS) WILDLIFE CONSERVATION STUDENT



BSc (HONS) ZOOLOGY

The programme is accredited by the Royal Society of Biology. Zoology is the scientific study of animals, both living and extinct, and the course encompasses all aspects of biology – from biochemistry and cell biology to ecology and behaviour. The programme examines animals in the context of their evolution and environment, allowing students to specialise in their own areas of interest.

“Our LJMU placement student was excellent. She worked as a Welfare Assistant, helping with the general husbandry of our animals in care. She was very competent with the tasks given to her and showed great initiative. I would be happy to have her back.”

WENDY BURROWS, SUPERVISOR, RSPCA

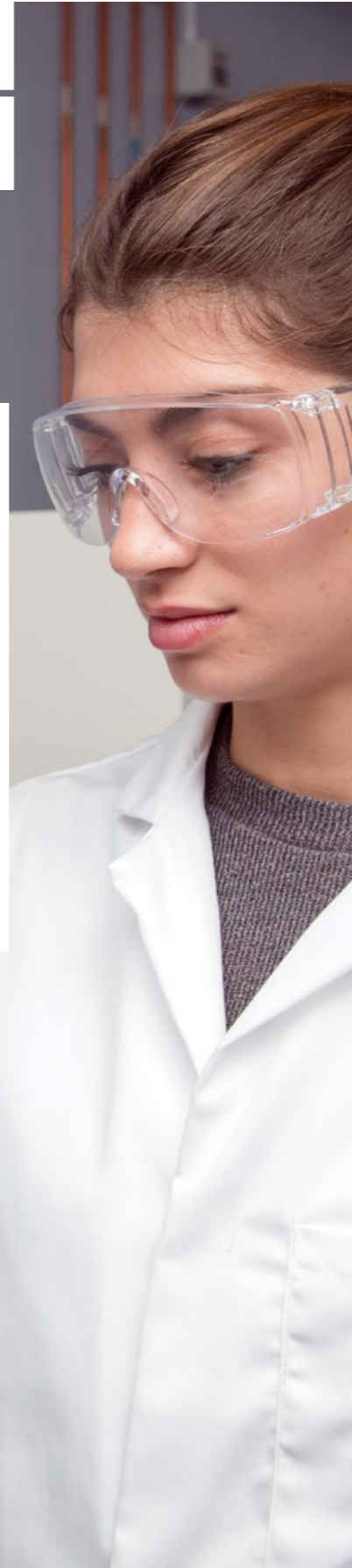
ABOUT THE SCHOOL OF PHARMACY AND BIOMOLECULAR SCIENCES

Having delivered courses since 1849, the multidisciplinary School of Pharmacy and Biomolecular Sciences is one of the oldest and most well-established providers of science education in the world. LJMU was accredited as a Royal Pharmaceutical Society (RPS) Foundation School – in the first wave of accreditations – in June 2015.

There are a variety of placement opportunities for the school's programmes, ranging from options to complete a sandwich year/professional training placement and work-based learning to work-related learning placements.

96% of graduates from the School of Pharmacy and Biomolecular Sciences secure employment or are in further study 15 months after graduation

(Graduate Outcomes Survey 2020)



Undergraduate courses in the School of Pharmacy and Biomolecular Sciences have the option of a sandwich/professional training year or work-based learning placement.

SANDWICH YEAR/PROFESSIONAL TRAINING PLACEMENT

A sandwich year/professional training placement is a minimum of 33 weeks full time or 1,200 hours. It can be undertaken at any time after students complete their exams in May. A placement commencing in the summer must be completed by mid-September the following year. The sandwich year can be spent working on one or two different placements lasting six months each.

WORK-BASED LEARNING PLACEMENT

Some programmes offer the opportunity for students to complete a work-based learning placement. This is 140 hours minimum and can be undertaken at any time after students complete their exams in May. It takes place before the student begins their final year of study.



BSC (HONS) BIOCHEMISTRY

Biochemistry bridges chemistry and biology and has provided the basis for many of the major medical advances of the past 100 years, including the discovery of insulin, the human genome project, genetic engineering, in-vitro fertilisation and developments in the fight against cancer. Students are taught in state-of-the-art facilities and gain hands-on experience.

Placement duration/start date

At least 1,200 hours over the course of 12 months working full time (37.5 hour working week) for 32 weeks, or the equivalent part time but still within the twelve-month period. Students may undertake one year-long placement or two six-month placements.

Placement learning objectives

Students will experience the importance of appropriate professional behaviours in the workplace; identify the professional and personal skills necessary for effective employment within a professional environment; demonstrate an awareness of the scope, structure and operation of the host organisation; and reflect upon the impact of the placement on their personal and professional development.

Example placement activity

Students develop a range of key skills during their studies including practical laboratory experience and research skills. Students are then able to apply for opportunities across a variety of industries including public health, pharmaceutical, biotechnology and research institutions.



I secured a sandwich placement at MC Diagnostics where my duties included the production and quality control of HLA-typing kits for tissue typing and transplants. This involved PCR amplification, microarray production and the operation of various machinery. Spending a year working at my placement greatly improved my confidence during lab practicals when I came back to LJMU. I was then fortunate to be offered a full-time job at MC Diagnostics after I graduated.

EMILY BENNETT, BSC (HONS) BIOCHEMISTRY STUDENT

Emily was excellent. She showed she is a quick learner whose biggest strength is her infectious personality and willingness to work. This had such a positive effect on her work colleagues that we offered her a permanent contract.

PETER MAGUIRE, CEO, MC DIAGNOSTICS

My placement year was an extremely valuable experience that enabled me to gain an insight into industry, expand my professional network and develop skills that will help me in my future career. It has helped shape my future and enabled me to discover my passion for molecular cell biology, as well as analytical sciences."

SHANNON-LEIGH MACLEOD, STUDENT, BSC (HONS) BIOMEDICAL SCIENCE STUDENT



BSC (HONS) BIOMEDICAL SCIENCE

The course is accredited by the Institute of Biomedical Science and covers the broad areas of human bioscience and diagnostic science: including medical microbiology, immunology, histology, haematology, medical genetics and cancer alongside basic sciences, such as biochemistry, physiology, molecular and cell biology.

Placement duration/start date

At least 1,200 hours over the course of 12 months working full time (37.5 hour working week) for 32 weeks, or the equivalent part time but still within the twelve-month period. Students may undertake one year-long placement or two six-month placements.

Placement learning objectives

Students will experience the importance of appropriate professional behaviours in the workplace; identify the professional and personal skills necessary for effective employment within a professional environment; demonstrate an awareness of the scope, structure and operation of the host organisation; and reflect upon the impact of the placement on their personal and professional development.

Example placement activity

Students develop a range of key skills during their studies including practical laboratory experience and research skills. Students are then able to apply for opportunities across a variety of industries including public health, pharmaceutical, biotechnology and research institutions.

BSC (HONS) BIOTECHNOLOGY

The course explores the manipulation of biomolecular processes to develop technologies and products that address global challenges in health, food and the environment. The programme provides excellent facilities for students to develop practical skills and exciting opportunities to engage with industry.

Placement duration/start date

At least 1,200 hours over the course of 12 months working full time (37.5 hour working week) for 32 weeks, or the equivalent part time but still within the twelve-month period. Students may undertake one year-long placement or two six-month placements.

Placement learning objectives

Students will experience the importance of appropriate professional behaviours in the workplace; identify the professional and personal skills necessary for effective employment within a professional environment; demonstrate an awareness of the scope, structure and operation of the host organisation; and reflect upon the impact of the placement on their personal and professional development.

Example placement activity

Students develop a range of key skills during their studies including practical laboratory experience and research skills. Students are then able to apply for opportunities across a variety of industries including public health, pharmaceutical, biotechnology and research institutions.

BSC (HONS) CHEMISTRY

The course has a strong focus on key areas in demand by employers, such as analytical chemistry, synthetic organic chemistry and peptide chemistry. Students gain experience in using industry standard apparatus in both the synthetic and analytical laboratories – giving them laboratory skills required by a wide range of employers.

Placement duration/start date

12 months, typically starting September/October.

Placement learning objectives

The aim is to provide students with an extended period of work experience at an approved partner that will complement their chemistry studies undertaken at LJMU. This will give students the opportunity to develop professional skills relevant to chemistry in the workplace. In addition, students will develop an understanding of the attitude and behaviour necessary for employment in a diverse and changing environment.

Example placement activity

Typically placements involve the application and development of chemical laboratory techniques and skills. The exact nature of these depends upon the industrial setting in which the placement provider operates.

Innospec has been running a student programme with LJMU for a number of years and it has proved to be an excellent talent pool for my department, the Technical Support Laboratory. Three of the current Chemists in our team are former LJMU students we recruited. This is very important in our industry as the knowledge and skills required are very specialised.

RICHARD DALE, TECHNICAL SERVICE MANAGER, INNOSPEC FUEL SPECIALITIES

I worked as a Cybersecurity and Cybercrime Research Intern at Norfolk and Suffolk Constabularies. I enjoyed undertaking research in a workplace environment and learning how the Cybercrime unit works as this is something I can take into account while undertaking my masters and further research. I developed my communication, planning, time management, teamwork, writing skills and more.

HAZEL-ROSE CUBBAGE, BSC (HONS) FORENSIC SCIENCE GRADUATE

BSC (HONS) FORENSIC SCIENCE

The programme is accredited by the Chartered Society of Forensic Sciences. Forensic science is all about using the power of scientific analysis to resolve legal disputes. It requires a sound knowledge of the analytical methods of biology and chemistry combined with training in crime scene investigation, as well as a basic knowledge of law and how to assess the value of evidence. Students spend a large proportion of their time in the lab, carrying out drug spot tests, analysing fingerprints, processing crime scenes and analysing DNA.

Placement duration/start date

Usually year-long starting at the end of level 4. Start times depend on the company but normally run August to August. The placement student must complete a minimum of 32 weeks and 1,200 hours. There is also the possibility of summer placements.

Placement learning objectives

The placement programme provides students with the qualities and the scientific skills necessary for employment in a diverse and changing work environment. It is designed to provide experience of scientific expertise, knowledge and skills relevant to the workplace, to develop an awareness of the scope, structure and operation of the host organisation and to grow transferable skills in order to maximise employability.

Example placement activity

Placements can be any science-based role, such as working in forensic science, biology or chemistry. Some students have worked in research laboratories or with the police.



BSC (HONS) PHARMACEUTICAL AND COSMETIC SCIENCE

The course covers the science of medicines, from the identification and isolation of biologically-active compounds through to the analysis and formulation of medicines for clinical use. Students are taught in state-of-the-art, industry-standard laboratories and facilities.

Placement duration/start date

12 month sandwich year placement (September to August) undertaken after successful completion of the second year.

Placement learning objectives

The aim is to provide students with an extended period of work experience at an approved partner that will complement their programme of study at LJMU. This will give students the opportunity to develop professional skills relevant to pharmaceutical and cosmetic science, as well as the attitude and behaviours necessary for employment in a diverse and changing environment.

Example placement activity

Students work in a range of organisations related to the pharmaceutical and cosmetic science industries. For example, working in a formulation scientist role at a contract development and manufacture organisation specialising in new oral drug delivery systems.

My placement at Quay Pharmaceuticals allowed me to develop a number of essential skills for the workplace, such as teamwork, communication and showing initiative.

CIARAN MORRIS, BSC (HONS) PHARMACEUTICAL SCIENCE STUDENT (NOW RENAMED BSC (HONS) PHARMACEUTICAL AND COSMETIC SCIENCE)

We have welcomed a number of industrial placement students for a number of years and the quality of students is excellent. They are keen and willing to learn, putting their studies to use within an industrial setting and providing input into the success of the business itself. So much so we have offered full-term employment contracts to some students once they have finished their studies.

FRANK WHITFIELD, INDUSTRIAL PLACEMENT SUPERVISOR, QUAY PHARMACEUTICALS

MPHARM PHARMACY

The programme is accredited by the General Pharmaceutical Council. Students learn how new drugs are discovered, how they produce their effects and how they are manufactured. There is also a strong clinical strand in which students learn how to examine and interact with patients and make sure that the right patients get the right medicines. Students take part in work placements, student-patient engagement and inter-professional learning from their first year of study. Once they graduate, students need to undertake a year's pre-registration and training to qualify for registration with the General Pharmaceutical Council (GPhC).

Example placement activity

Work-based learning placements occur through the programme. Our students have completed placements with NHS Trusts in hospital settings, large organisation and independent community pharmacies, mental health charities, with nurses in custody suites and GP surgeries.

I really enjoyed my placement with North West Ambulance Service. It was very informative and the two medicine governance facilitators explained the process of medication extremely well. They showed us the drug pouches, cabinet and the ambulance itself kitted out with medication. I would highly recommend doing a placement with them.

MPHARM PHARMACY STUDENT

I found the students engaging and willing to partake in the sessions. They remained focused on the task in hand and were interested in finding out about a relatively new role for pharmacists they were not initially aware of. It was great to be involved in developing the understanding of this role to new members of the profession.

LISA ALLMAN, NHS GP

It is a pleasure to facilitate placements for enthusiastic students, particularly when we are able to see students perform tasks well and feel proud of their achievements. Feedback from students on their hospital placements has been overwhelmingly positive which makes it worthwhile.

SALLY WRIGHT, ADVANCED PHARMACIST – TEACHER PRACTITIONER – LIVERPOOL UNIVERSITY HOSPITALS NHS FOUNDATION TRUST

ABOUT THE SCHOOL OF SPORT AND EXERCISE SCIENCES

The School of Sport and Exercise Sciences is recognised as a world-leading department where students are exposed to an innovative, research-led and applied curriculum. The school has been named the ninth best department in the world out of 450 institutions according to the Academic Ranking of World Universities (ARWU) for the Sports Sciences subject area 2017, highlighting the school's global research influence.

Undergraduate courses offer students engagement in a variety of work-based learning placement opportunities. Some courses also give students the option to complete a sandwich year/professional training placement. In addition, postgraduate students can take part in a variety of work-based learning placements.

96% of graduates from the School of Sport and Exercise Sciences secure employment or are in further study 15 months after graduation (Graduate Outcomes Survey 2020)



SANDWICH YEAR/PROFESSIONAL TRAINING PLACEMENT

A sandwich year/professional training placement is a minimum of 33 weeks full time or 1,200 hours. It can be undertaken any time after students complete their exams in May. A placement commencing in the summer must be completed by mid-September the following year. The sandwich year can be spent working on one or two different placements lasting six months each.

WORK-BASED LEARNING PLACEMENT

Students have the opportunity to complete a work-based learning placement across postgraduate and undergraduate programmes. The hours required vary from programme to programme. For undergraduate courses, they usually take place in the second or final year of study.

BSC (HONS) SCIENCE AND FOOTBALL

BSc (Hons) Science and Football has the option of a sandwich/ professional training year.

The programme is endorsed by the British Association of Sport and Exercise Sciences (BASES) Undergraduate Endorsement Scheme. The course has been designed for students who want to work either in community football to help address health-related problems and promote positive behaviour or as support to elite-level professional football.

Placement duration/start date

At least 1,200 hours over the course of 12 months working full time (37.5 hour working week) for 32 weeks or the equivalent part time, but still within the 12-month period. Students may undertake one year-long placement or two six-month placements.

Placement learning objectives

The module has been designed for students to take the skills and knowledge they have learnt and to apply them in a real-world setting. They should have the opportunity to develop and reflect upon theoretical knowledge and applied practice skills.

Example placement activity

Students have undertaken sandwich year placements at a range of organisations, including the Football Association, FIFA, various Premier League football clubs and the Professional Footballers' Association.



I did an internship with Stoke City Football Club as an Academy Match Analyst. This entailed going to the training ground and filming, coding and editing game footage. I really enjoyed the internship as it taught me how a professional academy operates and how to conduct myself in and around first team players and staff. The internship has given me great confidence in working in academy football and I can now confidently complete the tasks required by a performance analyst.

FARHAN KHARAWALA, BSC (HONS) SCIENCE AND FOOTBALL STUDENT

I did a placement working in football analysis at Crewe Alexander Football Club. This has helped me confirm that I'd like to become a football analyst and understand more about the way football works behind the scenes.

DEANNA CHRISTIE, BSC (HONS) SCIENCE AND FOOTBALL STUDENT



Undergraduate courses in the School of Sport and Exercise Sciences with the option of a sandwich/ professional training year or work-based learning placement.

BSC (HONS) NUTRITION

The course is accredited by the Association for Nutrition (AfN). On graduation, this entitles students to apply for direct entry as a Registered Associate Nutritionist. This interesting and engaging degree programme enables students to understand the rapidly changing challenges facing nutrition for healthcare and promotion, nutrition for health-focused food production and nutrition-associated research.

BSC (HONS) SPORT AND NUTRITION FOR HEALTH

The programme focuses on physical activity, sport, exercise, food, nutrition and diet to improve and maintain health. Students gain the skills, knowledge and networks required to develop a career in this fast-growing industry, which is expanding to meet the ever-increasing health needs of the population.

BSC (HONS) SPORT NUTRITION

The course is taught by research active staff who are professionally registered by the Association for Nutrition (AfN) and/or Sport and Exercise Nutrition Register. The programme offers excellent employment opportunities in a wide field of careers associated with sports nutrition.

WORK-BASED LEARNING/ SUMMER PLACEMENT

Placement duration/start date

At least 1,200 hours over the course of 12 months working full time (37.5 hour working week) for 32 weeks, or the equivalent part time but still within the 12-month period. Students may undertake one year-long placement or two six-month placements.

Placement learning objectives

The module has been designed for students to take the skills and knowledge they have learnt and to apply them in a real-world setting. They should have the opportunity to develop and reflect upon theoretical knowledge and applied practice skills.

WORK-BASED LEARNING PLACEMENT

Placement duration/start date

This is a 20-day placement. It can be completed as one block full time over four weeks or on a more flexible basis.

Placement learning objectives

The placement programme provides students with an opportunity to put theory into practice in a work situation and enhance future employment opportunities.

Example placement activity

Students have completed placements within the nutrition and food related sectors, working for both private and public sector organisations. They have gained experience with School Sport Partnerships, local health organisations, Everton Football in the Community and LJMU's in-house Sport Start scheme.

I completed a virtual placement due to the Covid-19 pandemic. This involved developing resources online to research the effects of nutrition on immunity and the impact sedentary lifestyles can have on the immune system. This is currently a hot topic and it has opened my eyes to the opportunities available to work online.

MANAR NASSER AL-SARIRI, BSC (HONS) NUTRITION STUDENT



Undergraduate courses in the School of Sport and Exercise Sciences with the option of a work-based learning placement.

BA (HONS) PHYSICAL EDUCATION

The degree offers students the chance to specialise in physical education, exploring both the theory and practical aspects of the subject. Students on the course apply their learning in practical physical education sessions, through assignments such as research projects and work placements in industry. Throughout their placement students are expected to reflect upon their own personal and professional development. In addition to this, students are required to demonstrate an awareness of organisational and safety structures within the Work-based Learning setting. At all times students are expected to conform to and apply safeguarding and child protection conventions.

Placement duration/start date

Level 5 placements

A work-based learning placement of 120 hours or 20 days. It is completed between September and January.

Level 6 placements

A work-based learning placement of between 12 and 16 hours of contact within a physical activity education setting. This can be six to eight two hour sessions or two or three full day sessions, according to the nature of the project. It is completed between February and March.

Example placement activity

Students have the opportunity to work with people in a variety of settings, such as schools, clubs and leisure centres. Vital elements of the placements are to encourage students to apply theoretical concepts in practice.

“The students from LJMU have been a great asset to our team and we are thankful for all of their hard work and dedication while on placement with us. We love to help and support them and have given several students employment opportunities.”

NIKKI CLARE, ENGAGEMENT OFFICER, DAISY INCLUSIVE UK



“Our placement student was a credit to LJMU with his professionalism and willingness to support teaching and learning within the PE department. He has a lot of potential and was a pleasure to have in our school.”

LEE CAIRNS, HEAD OF PE, BLACON HIGH SCHOOL

BSC (HONS) SPORT AND EXERCISE SCIENCE

The programme is endorsed by the British Association of Sport and Exercise Sciences (BASES) Undergraduate Endorsement Scheme. Through the multidisciplinary study of the behavioural, physical and life sciences, the degree prepares students for a highly rewarding career in sports or exercise contexts – including scientific support, rehabilitation, exercise training and health promotion.

Placement duration/start date

Placements usually start four weeks into the academic year from October onwards. They last 50 hours and should be completed by April.

Placement learning objectives

The module has been designed for students to take the skills and knowledge they have learnt at LJMU and apply them in a real-world setting. They should have the opportunity to develop and reflect upon theoretical knowledge and applied practice skills by engaging in a work-related learning project.

Example placement activity

Example placement activities include working with a PE, science or primary school teacher; physiotherapist; cardiac rehabilitation; strength and conditioning coach or an applied sport scientist.

“I learnt so much during my placement and it was probably my favourite aspect of the course. I got to meet some amazing people – both athletes and coaching/managerial staff – who I learnt so much from and gave me really good advice and references. Doing the placement really helped me with my confidence. It was all very new and exciting and was a really nice change to assignments and classroom work. I enjoyed every minute of it!”

GRACE PRIOR, BSC (HONS) SPORT AND EXERCISE SCIENCE STUDENT

BSC (HONS) SPORT COACHING

The course provides a mix of academic and practical experiences to enhance students' understanding of sport coaching from elite to community provision. Students develop professional skills relevant to the coaching field, such as observation, listening and communication, and work on exciting research projects which help them to develop analytical, organisational and presentation skills.

Placement duration/start date

Level 5 placements

Three hours per week in a sport coaching environment. Students will apply theory to practice and develop industry-related skills and knowledge. Placements will run from January.



Level 6 placements

Four hours per week in a sport coaching environment where developing a project, preparing for the workplace and making a difference are the core aims. Placements will run from January.

Placement learning objectives

The modules have been designed for students to take the skills and knowledge they have learnt and to apply them in a real-world setting. They should have the opportunity to develop and reflect upon theoretical knowledge and applied practice skills by engaging in work as an applied practitioner with client groups, or a work-related learning project.

Example placement activity

Students have taken part in applied coaching on work placements in a variety of settings, such as schools, universities and professional sport organisations. This helps them to develop professional skills relevant to the coaching field.



“Every year you have the chance to do a different placement. I'm currently involved with the LJMU Strength and Conditioning Internship which is giving me a great insight into how complex and variable strength and conditioning coaching can be. The course provides lots of practical experience that will allow me to choose the field of coaching I want to go into in future.”

FELIX TYSON, BSC (HONS) SPORT COACHING STUDENT

“The students always add value and have a fresh take on what we deliver at Liverpool County Football Association. Their strengths are mainly around offering us advice on what the younger generations want in regards to football provision. This helps us to deliver up-to-date and relevant football programmes.”

WAYNE WARDLE, PLAYER AND COACH DEVELOPMENT OFFICER, LIVERPOOL COUNTY FOOTBALL ASSOCIATION



MSC SPORT COACHING/ MSC INTERNATIONAL SPORT COACHING

The MSc Sport Coaching and MSc International Sport Coaching programmes provide knowledge from the forefront of coaching research. The course is ideal for aspiring and established coaches looking to develop their practice. MSc International Sport Coaching is designed and run in conjunction with Learning Works, Malta and includes two intensive contact weeks in Qormi.

WORK-BASED LEARNING PLACEMENT

Placement duration/start date

Placements take place between January and July each year. This amounts to 50 hours but can be flexible to meet the placement provider's needs.

Placement learning objectives

As part of the Coach Learning module, students will consider how to develop themselves or others as coaches. Students will complete a case study detailing what they have learned on their placement.

Example placement activity

Over the course of their placement, students will explore an applied topic in a sport coaching environment. Placement activities vary and could include:

- Observing coaching across an organisation
- Contributing to a specific work stream within an organisation, for example: supporting the planning and delivery of training sessions/camps, individual action planning, coach behaviour assessment, trials and recruitment and performance analysis sessions
- Due to conditions related to Covid-19, students could complete a virtual placement where they complete work remotely, such as observing online sessions, analysing data or developing online coaching activities



"I have worked with students on LJMU's MSc Sport Coaching and found them to be motivated and polite. Together we explored areas such as coach-athlete relationships, session planning and evaluation."

ALAN KEANE, GB U20 BASKETBALL COACH AND READING ROCKETS COACH

"I would highly recommend postgraduate study at LJMU. The resources are second to none and the staff are very open and well connected. All in all I couldn't have asked for more."

DENNIS SANCHEZ, MSC SPORT COACHING GRADUATE WHO SHADOWED THE UNDER 14S-UNDER-18S COACHES AT EVERTON FOOTBALL CLUB'S FINCH FARM TRAINING GROUND



BSC (HONS) SPORT PSYCHOLOGY

The course is accredited by the British Psychological Society (BPS). The basis of sport psychology is to take the core psychological principles that underpin sport and apply them to real scenarios in professional sport, exercise and physical activity settings plus areas such as physical education or therapeutic professions.

WORK-BASED LEARNING PLACEMENT

Placement duration/start date

There is a core strand running through the programme, at level 4 and 5, which culminates in level 6 with a core applied placement. Students get the opportunity to work in small groups on an external placement with one of LJMU's valued placement providers. Placements usually take place between January and April and last up to 50 learning hours, however this can depend on the placement provider's needs and timetable. Placement contact can be as little as 10 hours when adding in preparation, working on projects, reflection and supervision.

Placement learning objectives

Placements are designed to provide students with the opportunity to develop their theoretical knowledge and applied practice skills required to act professionally, competently and ethically when working as an applied practitioner with client groups.



Example placement activity

Students have completed placements with a number of external partners, including Warrington Rowing Club, Autism Together, GP Exercise Referral Schemes, City of Liverpool Rebound Gymnastics Academy and professional football clubs.

"I did a physical activity based placement with The Mersey Forest while studying my undergraduate degree. Getting the opportunity to put all the theoretical knowledge we'd learnt into practice was a really enjoyable part of the course".



FREDDIE TURNER, BSC (HONS) SPORT PSYCHOLOGY, MSC SPORT PSYCHOLOGY AND PROFESSIONAL DOCTORATE IN SPORT AND EXERCISE PSYCHOLOGY STUDENT

Postgraduate programmes in the School of Sport and Exercise Sciences with a work-based learning option.

MSC CLINICAL EXERCISE PHYSIOLOGY

This masters programme is ideal for students who want to go on to specialise in exercise physiology in a clinical setting. Students gain extensive practical experience in key physiology laboratory tests such as ECG and cardiopulmonary testing. Students also develop a good understanding of modern and novel ultrasound assessments of cardiovascular function.



WORK-BASED LEARNING PLACEMENT

Placement duration/start date

Placements take place between January and July. Students gain essential experience through a 140 hour clinical placement, based in a hospital clinical exercise physiology department or related department in the NHS or private healthcare sector.

Placement learning objectives

Largely observational, placements aim to give students experience and understanding of what is involved in working in the clinical field. They will be given the opportunity to further develop their theoretical, research, practical and communication skills.

Example placement activity

Previous students have gained their experience at Liverpool Heart and Chest Hospital, Harley Street clinics and a range of NHS Royal Trust clinics.

"My placement was at the Princess Royal Hospital Telford, which is part of the Shrewsbury and Telford NHS Trust. I particularly enjoyed working with different healthcare professionals, meeting patients and discussing symptoms/problems they have. I learnt a wide range of theory regarding cardiac investigations and the role of the healthcare scientist in cardiology and the crucial role they play. I am hoping the placement will support me with applying for postgraduate jobs."

ADAM GROWCOTT, MSC CLINICAL EXERCISE PHYSIOLOGY STUDENT

PROFESSIONAL DOCTORATE IN SPORT AND EXERCISE PSYCHOLOGY

Placement duration/start date

Placements vary in their duration. Some placements last the lifetime of the trainee's programme enrolment, where-as others cover work required by a provider over a shorter period of time.

Placement learning objectives

Placements provide the opportunity for Trainee Sport and Exercise Psychologists to work in real-world settings under supervision. They support the trainee's ability to demonstrate the required ethical, consultancy, teaching and training professional practice competencies. They also enable the trainee to reflect on their professional training and how their learning experiences inform their practitioner development.

Example placement activity

Placement activity spans both sport and exercise related settings and can be conducted across a diverse set of client groups, e.g. athletes, exercisers, coaches, parents; lifespans, e.g. youth athletes and older adults; and contexts e.g. performance sport, athlete development and well-being; and exercise promotion and referral.

Supervision arrangements

Placements are supervised by an academic staff member of the programme team, normally the trainee's lead or second supervisor. All placement work is overseen by a Health and Care Professions Council (HCPC) Registered Sport and Exercise Psychologist.

MSC SPORT NUTRITION

The course is accredited by the Sport and Exercise Nutrition Register (SENr), which means students qualify for SENr graduate status upon successful completion of the programme. Students experience a unique blend of theoretical science and applied skills taught by world-leading academics engaged in nutritional consultancy with high-profile sports organisations. They learn to make decisions in complex and unpredictable situations, and will ultimately contribute to the essential support framework demanded by the sport industry for success.

WORK-BASED LEARNING PLACEMENT

Placement duration/start date

Placements take place between January and July. Students undertake a 12 week applied placement mentored by academic staff engaged in applied consultancy.

Placement learning objectives

Students are trained in the assessment of body composition on the course and have the chance to practise this technique on real athletes. It is crucial that the sports nutritionist not only has the scientific knowledge in sports nutrition, but also has the ability to translate this into real-world advice. Students will work alongside experienced members of staff to develop these skills. Applied experience is a key factor in gaining full SENr accreditation and it is therefore crucial that students are given this opportunity. Students will attend placements either as individuals or in groups of up to three.

Example placement activity

Students have completed sport nutrition placements at a number of organisations, including professional sports clubs and/or national institutes of sport.

"I completed my placement with the Manchester United Women's Team and I can honestly say it was the most valuable experience of my life. It gives you a real insight into everything a textbook doesn't. It helped with fuelling a new passion for working with female athletes and it has improved my confidence and understanding of what is required to work as part of a multidisciplinary team in an elite environment."

AIMEE O'KEEFE, MSC SPORT NUTRITION STUDENT



MSC SPORT PSYCHOLOGY

This British Psychological Society (BPS) accredited programme is aimed at those with Graduate Basis for Chartered Membership (GBC). It allows students to be critical with a broad spectrum of Sport Psychology perspectives, drawing on a range of research and applied methodologies.

WORK-BASED LEARNING PLACEMENT

Placement duration/start date

Placements take place between January and April and amount to 50 hours of learning time, however can depend on the placement provider's needs and timetable.

Placement learning objectives

The programme philosophy seeks to critically engage students with a broad spectrum of sport psychology perspectives, drawing on a range of research and applied methodologies. Founded on an academically rigorous knowledge base, studies focus on the impact that research and psychological theory has on applied practice. Students should develop awareness of the skills and knowledge needed in the professional practice of sport psychology, including ethical guidelines, legislation and competencies needed in consultancy settings.

Example placement activity

Students have undertaken placements providing sport psychology support to athletes, exercisers, teams, clubs and a range of sporting, exercise and performance-related organisations.

"All the students have been professional, polite and hardworking. They were eager to learn, asking questions and checking in to make sure they were on the right path with the work they were doing. We found them a real asset producing pieces of work that we have been able to use to inform the direction of new projects and showcase completed ones."

JENNIE PLATT, SPORT AND PHYSICAL ACTIVITY OFFICER, MERSEYSIDE SPORTS FOUNDATION



MSC STRENGTH AND CONDITIONING

The course produces world-class, research-informed practitioners who have the option to pursue a career in research. It is built on a solid structure of research skills, applied methodologies and the latest research in physiology, biomechanics and coaching science, all of which are essential to become a strength and conditioning practitioner.

WORK-BASED LEARNING PLACEMENT

Placement duration/start date

A full-time applied strength and conditioning placement is completed May to August, although some placements will be required to start on a part-time basis from January. This is supplemented by a programme of group and individual supervisory tutorials to reflect on professional practice issues generated by the placement activity.



Placement learning objectives

The aim of the placement is to provide students with the knowledge and technical skills required to work as an effective strength and conditioning practitioner, while using research to inform their practice. They focus on the practical skills required for the assessment and monitoring of athletes/workers before, during and after exercise (and periods of training) for the purpose of improving performance and/or health, and/or reducing injury risk.

Example placement activity

Students have benefited from an applied strength and conditioning placement at a range of sporting institutions, such as clubs within the English Premier League/Championship/Women's Super League Football, Rugby League Super League/Championship, British Basketball League, Premiership/Championship Rugby Union, plus other professional sports clubs and/or national institutes of sport.



"The course offers lots of opportunities for placements with highly regarded sport organisations. I did a placement at a professional football club, working with both the academy and first team. This experience was excellent and, combined with the high-quality teaching and facilities on the course, enabled me to graduate ready to start work in a professional environment."

MARIO ARTUKOVIC, MSC STRENGTH AND CONDITIONING STUDENT

GET IN TOUCH

Placement Learning Support Unit

If you would like more information or to discuss taking on a placement student, please get in touch with the Faculty of Science Placement Learning Support Unit.

 scienceplsu@ljmu.ac.uk

 0151 231 2079

 www.ljmu.ac.uk/scienceplsu

 @LJMUSciencePLSU

Student Advancement – LJMU’s Careers, Employability and Enterprise Service

For more information on connecting with LJMU students through career fairs and employability events, or to explore other possibilities for partnership, please get in touch with Student Advancement.

 EmployerEngagement@ljmu.ac.uk

 0151 231 2048/3719

 www.ljmu.ac.uk/careers

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