**2013/14 Learning, Teaching and Assessment enhancement plan Faculty: Science**

*Brief summary of achievement against 2012-13 Faculty LTA enhancement plans and NSS and LJMU survey action plans, as submitted to ASEC:*

After the successful focus on Assessment and Feedback in 2011/12, the 2012/13 Enhancement plan for SCS covered a wide variety of issues:

* PC availability advertising at Byrom St was addressed in response to the Faculty falling behind the University in the NSS question 17 relating to IT access. After collaboration with IT services, there are now two new PC availability websites which became live *after* the 2013 NSS:
  + <http://tinyurl.com/pcfreetoday>
  + <http://tinyurl.com/pcfreewhen>

These links have been added to the information bar on Byrom St student clients and the pages are on permanent display at the IT centre. After agreement with PLN, responses to NSS question 17 will be monitored before a decision on implementing a PC booking scheme is made.

* Staff availability advertising was discussed at FASEP and all Schools agreed to review policies where none existed already. The Faculty fell behind the rest of the University in the 2013 NSS ‘Q11 I have been able to contact staff when I needed to’ and this area merits further attention.
* In response to technological developments that facilitate interactivity in lectures, the Faculty organised four staff development events in September 2012 that were attended by a total of 26 staff. They related to the Turning Point ‘ask the audience’ system and the Textwall website that allows for student SMS messages to be displayed in class. Interactivity in lectures was reviewed favourably during 2012/13 Teaching Observation.
* The Faculty’s ‘Good Practice’ seminars continued in 2012/13 with presentations on anonymous marking, using social media in teaching, and developing cohort identity. Each talk attracted an average of 10 staff, lower than in previous years. The function of these seminars will be reviewed by FEC in 2013/14 with perhaps a view to a greater variety of content and style. Comments from recent graduates of the PGCert will be invited during this review.
* Final year research project module leaders were invited to bid for money in 2012/13 to celebrate and support student research work. TESS Funding was released to support prizes, mini-conferences and student conference attendance. This initiative was received well, led to stories on JMU World <http://www.ljmu.ac.uk/NewsUpdate/viewarticle/889/> and will be reviewed by FEC in 2013/14.
* Work on the formalisation of the responsibilities and qualities for WBL tutors continued during last academic year and was approved by FMT in October 2013.

*With reference to the University’s Strategic Plan, the Learning Teaching and Assessment Strategy and the outcomes of the 2013 NSS and LJMU surveys, please outline in the template below how the* ***Faculty*** *will prioritise and achieve LTA strategic objectives and necessary actions in response to survey outcomes in the 2013-14 academic session.*

*Include two* ***Institutional*** *priorities arising from the:*

*1. LTA Strategy: ".... the identification, dissemination and implementation of the very best practice in LTA [Learning, Teaching & Assessment]".*

*2. NSS: Personal development.*

**Faculty of Science**

*New and continuing institution-wide policies (e.g. teaching observation, personal tutoring, module appraisal) are not explicitly referenced but are/will be adopted.*

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| **Strategic target/ LJMU and/or NSS outcome** | **Approach** | **Led by** | **Timescale** | **Support/resources needed** | **Strategic Plan KPI or LTA Strategy KPI/Indicator** |
| * **LTA Strategy 1** Excellence in learning, teaching and assessment | * The Faculty has 69% of staff with a registered teaching qualification and/or FHEA status. * *Confirm with individual staff with no centrally registered teaching qualification that this is indeed the case.* * *Delver an on-site session where staff can draft an HEA application with ‘at elbow’ support from Academic Registry.* | Associate Dean, Education with Academic Registry | 2013/14 | N/A | * SCS Target: 80% of SCS staff with a registered teaching qualification and/or FHEA status by Aug 2014 |
| * **LTA Strategy 1.2** Staff teaching and assessment | * The mirror survey comments included many positive remarks concerning teaching, but some relating to uninspiring presentations. * The 2012/13 SCS Teaching Observation scheme noted good practice:   + tutors moving around the classroom during teaching.   + encouraging student involvement during large group teaching, * *Investigate the feasibility of providing SCS staff with wireless presentation clickers in a small scale pilot* * *Deliver on-site staff development in strategies to encourage engagement in lectures.* * ***Institutional priority:*** *University Education Committee to consider how best to offer unified support to technologies that facilitate interactivity in teaching sessions via the SMS/web capability of students’ ‘phones.* | Faculty Education Committee, University Education Committee | 2013/14 | * £500 annual Textwall Licence * £500 Small scale wireless presentation clicker pilot. | * NSS scores for ‘Teaching on my course’ * Evidence of successful innovative practice through 2013 AMRs. * Module appraisal 2013/14 question 1 ‘module was interesting and engaging’. |
| * **LTA Strategy 1** Excellence in learning, teaching and assessment, **LTA Strategy 3** establishing & enhancing the student partnership | * *Directors to draft action plans in response to NSS, target areas of concern within specific programmes, and present for approval at October 2013 FMT.* * *NSS survey, including progress against action plans, to be a standing item on FMT.* * *Directors to report to FMT in October 2013 on compliance in 2012/13 on reporting of:*    + *Cancellation of Classes*   + *15 day assessment turnaround* | School Directors and Programme Leaders | 2013/14 | N/A | * NSS/Mirror survey scores for the 6 broad categories * NSS Score for Overall Satisfaction * Reports of good practice in: * External Examiners’ reports * Professional, Statutory and Regulatory and Bodies reports, where applicable * Programme Annual Monitoring Reports |
| * **LTA Strategy 1.2** Staff teaching and assessment | * SCS now lags behind the University in the NSS ‘assessment and feedback’ category. * The 3 questions relating to feedback have the highest standard deviation in % satisfaction across the 14 reported SCS programmes and targeted action is needed (see above). * *Associate Dean, Education, to conduct a survey of assessment and feedback practices across the Faculty, in an attempt to rationalise trends, and report to FEC & FMT.* * The 2 questions relating to assessment cover clarity and fairness and deficiencies here were mentioned also in module appraisal. * Clear criteria can be conveyed through the use of rubrics. Fairness is associated with the use of anonymous marking and perceived equity in the marking of group work. * *On-site staff development sessions will be delivered in the use the University’s e-marking systems, Turnitin, Assignment Handler and Peerwise, with emphasis on:*   + *rubrics and rubric libraries,*   + *anonymous marking features,*   + *peer marking of group work.* | Associate Dean, Education | 2013/14 | Bristol online survey | * NSS scores for ‘assessment and feedback’ * Good practice noted in student voice week/reports * Module appraisal free text comments. |
| * **LTA Strategy 2** Embedding research and scholarship (LTA related) | * Final year project work to be supported so that a community of scholarship is fostered * *Support for project seminar presentation days organised in the manner of a mini-research conference.* | Faculty Education Committee | 2013/14 | £2K from 2012/13 TESS allocation. | * % students progressing to PG study at LJMU * Showcasing of student scholarship |
| * **LTA Strategy 2** Embedding research and scholarship (LTA related) | * Final year project work to be supported so that a community of scholarship is fostered * *External sponsors to be sought for Faculty research prizes for final year research work. Number of prizes per programme to be determined by number of students, as in the 2012/13 model.* | Associate Dean, Education with WoWCC Brokerage | Sept-Dec 2013 | N/A | * % students progressing to PG study at LJMU * Showcasing of student scholarship |
| * **LTA Strategy 3** Embedding & enhancing the student partnership | * Staff valued the class lists that they received prior to SIS showing photos of each student. * SIS displays this information, but not in a usable format (not by programme, photos are too small) * ***Institutional priority:*** *Adapt SIS to present programme photo class lists (per level, per programme) in a usable format, e.g. PDF, and make these readily accessible to all staff.* * *Contact University IT services to flag this issue via Faculty Head of Operations.* * *Investigate in-house solutions to present SIS photos in a more serviceable format.* * *Look into the possibility of adding student photos to Outlook contacts so that student images appear when SCS staff draft/receive emails.* | Associate Dean, Education | Sept-Dec 2013 | N/A | * NSS scores for ‘Teaching on my course’ * NSS scores for ‘Academic Support’ * NSS scores of ‘Personal Development’ |
| * **LTA Strategy 3** Establishing & enhancing the student partnership | * NSS scores for ‘Personal Development’ have declined over the Faculty from 2012-2013. * Recognised that there is a need to stress the opportunities offered for personal development as students may be unaware. The importance of regular meetings with tutor and tutees is considered critical in terms of encouraging and monitoring student engagement with their studies. * *Implement FMT-agreed minimum requirements for tutorial contact hours and core content for students on all SCS programmes.* * *Monitor attendance at tutorials with records maintained by School offices.* * *Weekly informal meetings between Programme Leaders and course reps to include considerations of tutorial content.* | All staff (tutorials);  School offices (attendance);  Associate Dean, Education (introduction of agreed content); Programme Leaders (feedback on agreed content) | 2013/14 | N/A | * NSS scores for ‘Academic Support’ * NSS scores of ‘Personal Development’ * Good practice noted in student voice week/reports |
| * **LTA Strategy 3** Establishing & enhancing the student partnership | * SCS now lags behind the University in the NSS ‘Academic Support’ category. * *Associate Dean, Quality, to undertake a review of practices in this area and report to FQAEC and FMT.* | Associate Dean, Quality | 2013/14 | N/A | * NSS scores for ‘academic support’ * Good practice noted in student voice week/reports * Module appraisal free text comments. |
| * **LTA Strategy 3** Embedding & enhancing the student partnership | * Changes to the certification of Graduate Skills give an opportunity to revise arrangements for recording activity for students starting on/after Sept 2013. * *Develop a new Faculty skills scheme that emphasises the students’ abilities to articulate their attributes, skills, experiences and knowledge related to employability*. | Associate Dean, Education and Faculty World of Work Support Unit | 2013/14 | N/A | * Number of students completing Silver/Gold statements * Graduate Skills and career prospects survey outcomes. |
| * **LTA Strategy 3** Establishing & enhancing the student partnership | * The Faculty is supportive of the ChangeLiverpool initiative. * *£2K of TESS money will be set aside for matched funding to support projects that involve staff-student partnership.* * *Funding requests to be considered and approved by the Faculty Education Committee.* * *ChangeLiverpool Steering Group to update webpages at* [*http://www.ljmu.ac.uk/changeliverpool/125643.htm*](http://www.ljmu.ac.uk/changeliverpool/125643.htm)   *with project outcomes as a part of institutional dissemination.* | Faculty Education Committee, Change-Liverpool Steering Group | 2013/14 | £2K Faculty TESS allocation | * % Students involved setting up own projects * External involvement in projects |
| * **LTA Strategy 3** Establishing & enhancing the student partnership | * From 2012 to 2013, the Faculty lost ground (‑8%) to the rest of the University with respect to NSS Q11. ‘I have been able to contact staff when I needed to.’ * A variety of approaches are used by staff: on-door sign-in sheet, email, online webpage, Doodle etc. * There remains no consistent advice that can be given to Science students regarding how to find out the availability of a particular member of Faculty staff. * *Students must find this lack of uniformity confusing and we should investigate approaches to address this.* | Faculty Education Committee,  Faculty IT Officers | 2013/14 | N/A | * Responses to NSS Q11 * Module appraisal. |
| * **LTA Strategy 3** Establishing & enhancing the student partnership | * The close working relationship between students and staff in developing best practice and managing student expectations is considered very important. * *Programme Leaders to meet weekly and informally with course reps.* * *Three programmes to participate in the LiverpoolSU Course Rep pilot.* | Programme Leaders, LiverpoolSU | 2013/14 | N/A | * NSS/Mirror survey scores for the 6 broad categories * NSS Score for Overall Satisfaction |
| * **LTA Strategy 1** Excellence in learning, teaching and assessment, **LTA Strategy 3** establishing & enhancing the student partnership | * *Work with Faculty of Technology and Environment (based on same site) to identify strategies to increase NSS survey response.* * One issue is the lack of freely available PCs on site during the survey weeks: <http://tinyurl.com/pcfreewhen> * This issue has been raised previously in AMR overview reports and LTA plans. * Noted that the second phase of the ‘Starbucks’ development, that will include open access PCs, is a priority area for development. | Associate Deans, Education, SCS and TAE | 2013/14 | N/A | * NSS survey completion rates for each programme |
| * **LTA Strategy 1**- **3** | * Many staff are unable to attend staff development sessions but have an interest in LTA. * *Associate Dean, Education, to email with a weekly update on matters relating to LTA, sourced in collaboration with colleagues around the University e.g. ECH Learning Technology Unit.* | Associate Dean, Education | 2013/14 | N/A | * NSS/Mirror survey scores for the 6 broad categories * NSS Score for Overall Satisfaction * Reports of good practice in: * External Examiners’ reports * Professional, Statutory and Regulatory and Bodies reports, where applicable * Programme Annual Monitoring Reports |

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