**LSU Student Voice Reports: Action Plan**

**Faculty: Science**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Recommendation** | **Person overseeing action** | **Deadline for completion** | **Action taken/to be taken** | **Committee signing off action** | **Action completed date** |
| Address lack of social events on some programmes. | LSU | Sept 2014 | Faculty to cooperate with SU in its aim to open an academic society for each programme. | FQAEC |  |
| Improve coursework scheduling information to minimise coursework clustering. | AD(E) | Sept 2014 | Develop a means of providing programme leaders with coursework deadlines, automatically collected from module guides.  | FQAEC |  |
| 15 working day feedback turnaround. | AD(E) and Manager of SCS WOW SSU | Jan 2014 | Develop a system for the consistent return of hard copy feedback for students absent from sessions in which marked work is attempted to be returned. | FQAEC |  |
| Adopt procedures that recognise students’ heavy use of Blackboard and address student questions relating to the operation of modules e.g. timetabling queries, who can help with coursework.  | AD(Q) and AD(E) | Jan 2014 | Module leaders to present Blackboard site during introductory lecture. BB announcements to be used in place of Outlook messages unless there is good reason e.g. read receipt required.Modules to establish FAQ item under module information, populated as the module proceeds. | FQAEC |  |
| Improve access to IT Facilities at Byrom St:  | AD(E) and Byrom St Technical Manager | Sept 2014 | Introduce laptop booking service at Byrom St, administered by 3rd floor helpdesk. | FQAEC |  |
| Enhance student perceptions of careers advice. | AD(E) and Manager of SCS WOW Skills Support Unit | Sept 2014 | Manager of World of Work Skills Support Unit to be involved in introductory activities for each level and each programme across the Faculty. | FQAEC |  |
| Improve students’ perceptions of staff availability. | AD(E) and AD(Q) | Sept 2014 | Introduce staff availability advertising/ appointment booking systems. | FQAEC |  |
|  |  |  |  |  |  |
| **Faculty Comments**:(Please any additional comments that the Faculty wishes to make/be noted.)This table summarises the Faculty-level response to the FSVR and does not preclude additional actions that may be taken by individual Schools/programmes in response to the report. The following general issues were identified with the FSVR and have been reported to LiverpoolSU:* The agreed feedback turnaround time is not 15 days but 15 working days.
* P8 “The distribution across the faculties is quite even, with the Byrom St Faculties seeing a proportionately larger number of students responding that they not feel part of their course.” The pie chart on the same page could be reformatted (perhaps as a bar chart) to better reflect this finding.
* Some sections of the report are quite generic and a more programme-focussed approach would help. Issues on one programme might not be issues on another and are therefore not ‘Faculty’ issue. Do programme leaders receive comments collected during FSVR surveys?

The following issues were raised in the FSVR and are not included in the table above:* *Quality of teaching delivery*. This continues to be addressed through the Institutional Teaching Observation Scheme.
* *Dual Award programmes*. Some issues with induction and communication between lecturers were raised in the document. The programme leaders for these courses are outside the Faculty. A member of SCS FEC who teaches on these programmes has agreed to raise the FSVR issues with the programme leaders. The AD(E) will look into the organisation of Boards of Study of these programmes.
* *Lecture breaks*. It is acknowledged that different students have different perceptions of what constitutes the ‘perfect’ timetable and the efficient use of available space leaves little room for flexibility in scheduling. Some programmes have agreed 10 minute breaks built-in to lecture timetable. Other courses that regularly use more interactive teaching methods e.g. workshops, may use full 2 hour sessions. There is no one-size fits all policy we feel is appropriate, although we would support the provision of personalised online timetables for students and the use of the proposed BlackBoard FAQs to address these issues.
* *Notes on Blackboard in advance of taught sessions*. The Faculty acknowledges the FSVR’s positive comments on our work in this area. Agreed Faculty policy is that notes must be on Blackboard at least 24 hrs in advance, or within 48 hrs of a taught session. This allows for flexibility e.g. not revealing answers to workshop questions is advance, while ensuring revision notes for students are provided. We are content with our existing policy.
* *Blackboard filing.* The comments relating to the appearance of Blackboard merit further investigation with LiverpoolSU. The FSVR appears to suggest that students want consistency, but LJMU Blackboard training sometimes promotes customisability tools.
 |