**FACULTY (*Science*) FACULTY STUDENT VOICE REPORT Response 2014/15: DRAFT**

**LiverpoolSU’s Top Ten Academic Priorities ae emboldened.**

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|  | **FSVR Recommendation** | **Response** | **Led by** | **Time-scale** | **Support/ resources needed** |
| **1** | Group work assessment guidelines are created, which brings with it a fair and standardised marking criteria. | Provide Faculty tutorial resources to support **group work**, developed by the Teaching and Learning Academy.  Explore development of marking criteria for **group work** with Learning and Teaching Development Group (LTDG). | Associate Dean (Education), Teaching and Learning Academy, LTDG | 2014/15 | Teaching and Learning Academy (Group work resources)  LTDG |
| **2** | A University wide policy that requires lecture aids and resources to be made available on Blackboard a minimum of 24 hours in advance of lectures is implemented and monitored. | 24hrs in advance is already [Faculty policy](Lecture%20materials%20on%20Blackboard) for lecture aids on **Blackboard** (although up to 48 hrs after is permissible e.g. after-the-event model answers).  Deficiencies in this provision would be reported by Course Reps at BoS (SCS has highest % of trained Course Reps at LJMU).  Explore possibility of University-wide policy on lecture aids with Learning and Teaching Development Group. | LTDG | 2014/15 | LTDG |
| **3** | Explore ways to give recognition to the effective use of technology in learning, and invest in staff development to support them to do this. | Publish a new [Faculty LTA website](http://wowie.ljmu.ac.uk/FacultyLTA/Home.htm) to share good practice in learning, teaching and assessment.  Establish a [Faculty LTA development day](http://wowie.ljmu.ac.uk/FacultyLTA/Staff%20Development%20Day%2015%2012%2014.htm) on a well-publicised date outside of Teaching Weeks and include a session on technology in learning and **Blackboard** in 2014.  Continue [LTA Update](http://www.staff.livjm.ac.uk/phcpdent/FacultyLTA/LTA%20updates.htm) emails and include content on technology in learning, including **Blackboard.**  Renew licence for Textwall app that facilitates **communication** between students and lecturers and MCQ voting during teaching. Interactivity is perceived to contributes to **teaching quality.** | Associate Dean (Education), LTA Development day presenters | 2014/15 | Faculty funding for LTA development day catering  £700 Textwall licence |
| **4** | Create an expectations agreement, which is set up between LJMU and placement providers, and one between students and staff. | Code of Practice for placement learning already includes an expectations agreement.  Refer possibility of a student and staff expectations agreement to LTDG.  **Teaching quality** and **personal tutors** to form topics of focus groups to be organised by Faculty and LiverpoolSU. | LTDG | 2014/15 | LTDG, Liverpool SU |
| **5** | Carry out an audit to ensure that all courses at LJMU meet the agreed student staff ratio for LJMU, and where they don’t, look to see what can be done to improve this. | Applies to entire institution so refer to LTDG | LTDG | 2014/15 | LTDG |
| **6** | Carry out an audit at school level to determine the level of demand for specific learning resources, and the access and availability of these for students. | Audit of **IT access and suitability** would require a survey of students therefore refer to LTDG. | LTDG | 2014/15 | LTDG |
| **7** | Personal Tutor slots to be identified after students’ deadlines are set, to fit in with when support is most needed. | Posters on office doors should be used in the **communication** to students of the best slots for meetings with Personal Tutors.  Four hours of availability per week for FT Personal Tutors should be displayed in 2014/15. | Associate Dean (Education), Associate Dean (Quality), | 2014/15 | Clipframes: N/A (£750 from last year’s allocation) |
| **8** | Dedicated assignment guidance should be offered in induction, where first years are supported with the transition into Higher Education, and further years are refreshed and supported with their transition through University. | Associate Dean (Education) to confirm that assignment guidance is included in all UG inductions.  Faculty already offers assignment guidance as part of a Faculty core [tutorial](http://www.staff.livjm.ac.uk/phcpdent/FacultyLTA/2013%20SCS%20Tutorial%20Scheme.docx) in Semester 1 of Level 4.  Faculty already offers a [**Feedback** Tutorial](http://www.staff.livjm.ac.uk/phcpdent/FacultyLTA/Faculty%20Tutorial%20Resources%20-%20Feedback.docx) for programmes. | Associate Dean (Education) | 2014/15 | N/A |
| **9** | Explore the possibility for all students to be offered the option to have their timetable available through their University email. | The Faculty does not have admin resources to adopt the system used in Architecture.  As acknowledged, improvements in **timetabling** information are under active consideration by the new Timetabling Steering Group.  The Faculty has an existing [policy on the cancellation of classes](http://www.staff.livjm.ac.uk/phcpdent/FacultyLTA/Deviation%20of%20timetabled%20classes.docx) that includes SMS **communication** alerts to affected students were **timetabling** arrangements are changed at short notice.  Coursework schedules for all programmes were introduced in 2014/15 to give programme teams the information needed to minimise **assessment bunching.** Some assessment maps were shared with students via emails. The success of this initiative will be reviewed at the end of 2014/15 but it has some merit as set/due dates are automatically extracted from module guides. | Timetabling Steering Group,  Associate Dean (Education), | 2015+ | Timetabling Steering Group |
| **10** | Faculties look into ways they can introduce more ‘real life’ experience and opportunities within their programmes for students to develop their employability. | Core Faculty [tutorial](http://www.staff.livjm.ac.uk/phcpdent/FacultyLTA/2013%20SCS%20Tutorial%20Scheme.docx) in Level 5 includes the exploration of potential **placement** opportunities and explanation of associated procedures in Semester 2.  **Placement** support by the Faculty WOWSSU to be extended to all Schools when staffing is place.  Onsite staff training in new Code of Practice for **Placement** Learning arranged.  Undertake review of practical content of all STEM programmes and compare with peer institutions.  Employability support from WOWSSU to be extended to PGT students.  School Directors to ensure that career and employability information is to be delivered to all final year undergraduate students by May 2015 at the latest, and by the end of December 2014 where this is feasible. | Associate Dean (Education), Programme Leaders,  Faculty Operations Manager, WOWSSU Manager, Faculty Registrar, School Directors | 2014/15 | Faculty WOWSSU |

**Additional comments made at Faculty Quality Committee (FEC) 15/1/15**

The Committee thanked LSU for producing this year’s report. Members felt that results from the FSVR do not always provide responses that are not already known to staff. The methodology of the FSVR was also questioned although it was confirmed outside of the meeting that the number of SCS student involved was much greater than the 253 students noted in the report (of 7000 surveyed).

FEC members did not like individual responses from students being labelled with the Programme details, as this could be misrepresentative. In future, when publishing the report, staff would like the Faculty to be identified but not the programme, raw data being made available elsewhere.

Generally, FEC members felt the FSVR was a good exercise and the layout of the report was considered an improvement, with separate sections for each Faculty. The LiverpoolSU’s offer to provide raw data was welcomed by colleagues.

Phil Denton, Associate Dean (Education), 29/1/15