**FACULTY (*Science*) LEARNING, TEACHING AND ASSESSMENT ACTION PLAN 2015/16**

***Brief summary of achievement against 2014-15 Faculty LTA Action plan and NSS and LJMU survey action plans, (UKES, In-Form, Faculty Student Voice Reports, Module Evaluation).***

*Faculty Student Voice Report Action plan 2014/15 and Faculty LTA Action plan 2014/15*

* A new Faculty LTA website to share good practice in LTA, including learning technologies, was established.

<http://wowie.ljmu.ac.uk/FacultyLTA/Home.htm>

The LTA website also acts as an archive for LTA Update messages sent periodically to staff over the academic year and this acts as a useful channel for information sharing.

* The licence for Textwall app that facilitates communication between students and lecturers and MCQ voting during teaching was renewed and there are 93 staff Textwall account holders at present.
* Faculty tutorial resources to support group work, developed by the Teaching and Learning Academy, are available to SCS staff via the LTA Website:

<http://wowie.ljmu.ac.uk/FacultyLTA/Faculty%20Tutorial%20Resources.htm>

* Focus groups around Personal Tutoring, to be organised by Faculty and LiverpoolSU, did not take place. After action-planning it became evident that LiverpoolSU had already run a large scale consultation with students on this matter. Comments from this have been passed on the ADE(APSS) who is chairing a review of the Personal Tutoring policy in 2015/16.

*Faculty Student Voice Report Action plan 2014/15*

* This action plan was broken down according to the top ten priorities of LIverpoolSU. It was acknowledged at the time that some of these required institutional action and these matters were referred to the Learning and Teaching Discussion Group (LTDG).
* A University-wide policy that requires lecture aids and resources to be made available on Blackboard a minimum of 24 hours in advance was a Faculty protocol and is now University policy.
* To enhance academic support, Science staff are now asked to advertise four hours of availability per week via a clip frame next to their office door. This may be through a calendar or via a web link to an electronic booking system.

<http://wowie.ljmu.ac.uk/FacultyLTA/Availability%20advertising.docx>

* The ADE has reviewed induction processes with respect to assignment guidance to facilitate transition into higher education. The first session in all modules is used in part to introduce the module, and a Faculty template for module handbooks has been circulated that asks module leaders to relate the assessment criteria used on the module.
* The Faculty awaits additional resources to enable the extension of placement support by the Faculty’s Placement Learning Support Unit to all Schools within Science.

*Faculty LTA Action plan 2014/15*

* The inaugural annual Faculty LTA development day was held on Monday 15th December and attracted 27 members of staff. <http://wowie.ljmu.ac.uk/FacultyLTA/Staff%20Development%20Day%2015%2012%2014.htm>

An evaluation form was circulated and responses from 20 staff reported an average satisfaction of 78% with event. In response to feedback, the event will be moved to January this year (TBC) and there will be more opportunities for discussion.

* The language of the NSS was adopted in the assessment section of Module Guides through the provision of an agreed template. This also led to greater consistency in the manner in which assessment and feedback information was conveyed. Through the hard work of staff in the Faculty, the 2015 NSS ‘Assessment and Feedback’ score surpasses the target set last year, now being 1% about the LJMU average.
* Focus groups around ‘Teaching on my Course’, to be organised by Faculty and LiverpoolSU, did not take place. On reflection, it was felt that student issues around teaching are well-known and that resources would instead be better spent developing resources to support the introduction on the new Teaching Observation scheme from September 2015. It was pleasing that the target set last year was met and NSS ‘Teaching on my Course’ scores rose by 3% within the Faculty from 2014 to 2015.
* An app to facilitate student use of the Textwall student response system was developed in collaboration with TAE. Called MyWallMate, it is available on both the Appstore and Playstore. Ideally, this app would have used the application program interface (API) to enable students to easily submit message to Textwall via the dedicated webform. Unfortunately, Learning Apps (Textwall’s parent company) did not enable us to do this and so the app relies on sending messages to Textwall via email. This works well, but it is not clear how dynamic the system is during peak email hours.
* A Faculty Pedagogic Research group was established and information on this may be found at the group’s website: <https://www.ljmu.ac.uk/research/centres-and-institutes/faculty-of-science-pedagogic-research-group>. The group has met six times to date and meetings include a Journal Club where an article of contemporary relevance in science education is discussed. One aim of the group was to increase the number of peer-reviewed pedagogic research publications produced within the Faculty and this rose from three in 2013 to five in 2014.
* In response to the PTES survey, the skills and personal development framework offered by the Faculty’s WOWSSU was extended to PGT Students. In 2013/14, the PTES scores for ‘Skill Development’ was 5% below the LJMU mean. In the 2014/15 PTES, it was 3% above the institutional average.

***With reference to the University Strategic Plan, the Learning Teaching and Assessment Strategy and the outcomes of the 2015 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 2015-16 academic session. Institutional themes of Teaching and Retention are highlighted.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strategic target/ NSS outcome** | **Approach** | **Sub-target(s)*****(if necessary)*** | **Commentary** | **Support/ resources needed\*** |
| **LTA Strategy 1**-**3**  | Many staff are unable to attend staff development sessions but have an interest in LTA:* Offer a second annual Faculty Learning, **Teaching** and Assessment development day on a well-publicised date outside of Teaching Weeks.
* Continue LTA update emails and archive on LTA website: [Here](http://wowie.ljmu.ac.uk/FacultyLTA/LTA%20updates.htm)
 | * % Satisfaction with event to exceed 85% (78% last year)
* Number of attendees to increase (27 last year)
* Reports of good practice in:

External Examiners’ reports, Professional, Statutory and Regulatory and Bodies reports, AMRs  | Led by Associate Dean (Education) during 2015/16. Approval for LTA development day in January to be sought from FEC due to validation activity this year. | * £370 Funding for LTA development day catering from FAC.
* IT Services to maintain web-accessible drive for LTA website.
 |
| **LTA Strategy 1** Excellence in learning, teaching and assessment | Adopt revised LJMU **Teaching** Observation Scheme within Faculty in 2015/16.* Develop Faculty-orientated training resources for new observers and share with existing observers.
* Offer training sessions to all staff in Sept 2015 and Jan 2016.
* Maintain a Faculty list of trained staff and provide this information to Directors to inform observation pair selection at start of each semester.
 | * % observations in-year to be 75% of expectation (lower target to reflect new scheme). Target to be 95% in 2016/17.
* Good practice identified through observation to be considered at FEC May 2016.
 | Led by Associate Dean (Education) during 2015/16.  | * Teaching and Learning Academy (e-Portfolio assistance, observer training resources for adaptation)
 |
| **LTA Strategy 1**  | Investigate virtual laboratories provided by LABSTER and assess potential for use across the Faculty for online **teaching**. | * Practical content (inc simulations) on BSc courses to be 50%.
 | Led by Programme Leader (Biomedical Sciences) during 2015/16.  | * £TBC, through application to UCEPI.
 |
| **LTA Strategy 1** Excellence in learning, teaching and assessment | Develop Faculty protocols around Directed Study Weeks (DSW).* Confirm recording arrangements for Level 4 transition tutorials in 2015.
* Investigate potential for using e-portfolio tool as a means to record activity during DSW progress meetings within new course structures.
* Integrate DSW within Faculty contact hour and personal tutoring schemes for 2016/17.
 | * Average UKES score for Academic Integration to match or exceed LJMU average (currently 3% below).
* Provide electronic records to personal tutors who adopt tutees who have swapped tutors.
 | Led by Associate Dean (Education) during 2015/16.  | * Schemes to be approved by FEC and/or FMT.
 |
| **LTA Strategy 1** Excellence in learning, teaching and assessment | Pilot Learning Catalytics (LC) software within the Faculty to promote engagement with **teaching**.* Make software available to staff and students on first year Sports Science programmes.
* Organise staff training session with Pearson Education.
* Arrange for Pearson Education to visit students in pilot to introduce the system.
* Develop user-experience surveys and LC-practice sharing sessions for staff.
* Purchase 20 Nexus tablets and make available for loan to pilot students.
 | * UKES Level 4 Sports Science High Order Learning scores to exceed SCS average in 2015/16.
 | Led by Associate Dean (Education) during 2015/16.  | * £5000 from FAC for LC software (Sports Science).
* £2500 from FAC for tablet purchase and charging station.
* IT Support Desk (Rm 321a) to coordinate tablet loans.
 |
| **LTA Strategy 1** Excellence in learning, teaching and assessment | Renew licence for online Textwall application that enables students to text lecturers and MCQ voting during **teaching** sessions. | * NSS Scores for Teaching on my Course to increase from 2015 to 2016.
* Increase number of Textwall account holders (currently 93).
 | Led by Associate Dean (Education) during 2015/16. | * £700 Textwall licence from FCEP.
 |
| **LTA Strategy 1-2**  | Notion of printing names on student laboratory coats raised during the Faculty Pedagogic Research Group’s Journal Club discussions:* Name-learning acknowledged as a key facilitator of successful transition into HE and subsequent **retention**.
* Could also be used to print students’ programme names to foster cohort identity.
* Obtain a hand-held digital printer and confirm permanency of dye.
 | * Value of innovation to be assessed through evaluation at end of year.
 | Led by SCS Associate Dean (Education) and FET Associate Dean (Education) during 2015/16. | * £1200 contribution to printer from FCEP, shared cost with Faculty of Engineering and Technology.
 |
| **LTA Strategy 2** Embedding research and scholarship (LTA related) | Continue to support pedagogic research and enhance dissemination mechanisms.* Offer funding for attendance at non-subject specific pedagogic conferences/meetings.
* Require that funded staff report back and that these reports are stored on the Faculty LTA website.
* Continue Faculty Pedagogic Research Group and trial Journal Club as a separate event.
* Offer funding to support visits by external speakers for Faculty-specific presentations that are not suited to RAP.
 | * Number of SCS staff peer-reviewed pedagogic publications in 2015 to exceed 2014 (5 publications)
 | Associate Dean (Education) | * £600 for conferences/ meetings from FCEP.
* £140 for Faculty Pedagogic Research Group catering from FCEP.
 |
| **LTA Strategy 3** Embedding & enhancing the student partnership | Develop online module to support Students going onto placements. * Adapt existing work from FET.
* Include client protection training.
* Provide a means of auditing that pre-placement briefings have occurred.
* Use as an additional means to advertise placement support unit (PLSU).
 | * UKES scores for ‘Skill Development’ to match or surpass LJMU mean (currently 5% below).
 | Led by Associate Dean (Education), Manager of Faculty Placement Support Unit.  | * Application to UCEPI
 |
| **LTA Strategy 3** Embedding & enhancing the student partnership | Establish a mechanism to share Holt Education Trust bursaries within the Faculty among UG and PGT students.* Funding can be used to support students’ studies.
* Example activities include travel; sandwich placements; fieldwork; conference attendance; specialist overseas experience.
 | * Allocate three single awards of £2000 to PGT students.
* £4000 to be distributed to identified UG students.
 | Led by Head of Faculty Operations during 2015/16. | * £10000 from HET
 |
| **LTA Strategy 3** Embedding & enhancing the student partnership | Improve PTES response rate:* SCS PTES response rate 2015 was 34%, above Sector/LJMU average.
* Higher responses rates would provide more robust data and address the issue.
* Investigate possibility of offering a prize draw for PTES survey completion.
 | * PTES response rate to reach 50% on all programmes that can potentially meet the threshold publication criterion.
 | Led by Associate Dean (Education) and Associate Dean (Quality) during 2015/16. | * Continued assistance of Teaching and Learning Academy.
* £100 from FCEP.
 |
| **LTA Strategy 3** Embedding & enhancing the student partnership | Respond to LiverpoolSU Academic Priority findings* Host workshop-type event with Course reps on 3rd December 2015
 | * Offer means to further ascertain student sentiments around the two identified Faculty priorities.
 | Led by Associate Dean (Education), Manager (Placement Learning Support Unit) and LiverpoolSU. | * £50 from FCEP for catering
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| **LTA Strategy  2**  | Encourage SCS staff attendance at the LJMU L&T Conference by offering a catered lunchtime social event where colleagues can register for sessions. | * 2016 L&T Conference SCS Staff registrations to exceed those in 2015.
 | Led by Associate Dean (Education) | * £100 from FCEP
 |
| **LTA Strategy  1**-**3**  | To extend a pilot study within EHC into SCS, looking at the factors that influence students’ decisions to attend lectures, and whether these will be subject specific or generic. Funding will be used to offer incentives for student participation in focus groups. | Outcomes of the project to be shared:* with academic staff  in the two subject areas so that appropriate strategies can be used to enhance the student experience,
* with a wider group of staff at 2017 LJMU L&T Conference,
* outside LJMU by publication.
 | Led by Janice Harland  and Amanda Reid (SCS) in collaboration with  Phil Carey (EHC) | * 50 x £10 Amazon vouchers from FCEP
 |
| **LTA Strategy 1,3**  | Inspired by the 2016 LJMU L&T Conference, the intention is to provide 2016/17 first-year Biomedical Sciences, Forensic Science and Biochemistry students with a bound planner containing generic programme information and an academic diary.  Students will be actively encouraged to plan and record their scheduled commitments.  Schools use these planners extensively and it is hoped that the continuation of this through at least level 4 will help in the successful transition to university. | * Students will be asked to evaluate the value of the planner in their transition to university.
* Outcomes of the project to be shared within Faculty through LTA development day.
* Future funding to be sought is project is successful.
 | Led by Amanda Reid (PBS)  | * £900 from FCEP
 |
| **Totals** |  |  |  | FAC = £7870, FCEP = £4140, HET = £10000 |

\*Funding stream as indicated: FAC = Faculty, FCEP = Faculty Curriculum Enhancement Project, UCEPI = University Curriculum Enhancement Project or Internships, HET = Holt Education Trust.

Phil Denton, Associate Dean (Education)

Approved by Faculty Education Committee Chair’s Action 26/6/16 with additional activities.

Approved Faculty Education Committee 30/3/16 with revised activity/targets.

Approved Faculty Education Committee 28/1/16 with revised costings.

Original approved Faculty Education Committee 10/11/15.

**Appendix: Teaching, Learning and Assessment**

**The Teaching and Learning Academy**

Formally launched at the Teaching and Learning Conference 2015, the Teaching and Learning Academy has provided a focus for pedagogic practice across the institution in 2014-15. Its impact can be measured in the growth of the academic community and the strengthening of the University’s national teaching and learning profile. Attendance at Institutional dissemination events has increased significantly, with a wide cross-section of staff from both Academic and Professional Services attending the events. Over 450 delegates participated in the annual Teaching and Learning Conference and the monthly Research and Practice Seminar Series recorded 155 attendances. Two National Teaching Fellowships were awarded in 2015, the first double achievement for the institution since the scheme was announced. The Academy also supported the investment of over £250k in programme-level curriculum enhancement projects and internships. Involving over 50 LJMU students from across the institution this funding supported the development of 38 curriculum interventions. Externally, the academy was successful in bidding for two nationally funded projects: (i) the Higher Education Academy Strategic Excellence Initiative: Harnessing Effective Engagement with Engagement Data; and (ii) as a collaborative partner in the HEFCE Learning Gain in Higher Education initiative.

The Academy has supported the sharing and adoption of effective academic practice through the development of accessible on line resources. Designed to encourage the transfer of scholarly practice across the University, LJM U-Share (<http://tlablog.ljmu.ac.uk/index.php/shop/>) provides staff with direct access to the outcomes of Institutionally-funded curriculum enhancement initiatives and good practice identified through the conference and National Student Survey (NSS). Open Journal System software has been used to publish the next edition of Innovations in Practice <http://openjournals.ljmu.ac.uk/iip/index>. This approach has been adopted to ensure wider external dissemination in order to build the national reputation of the Teaching and Learning Academy. Social networks have also helped strengthen the Academy’s presence within and outside the University and include a regular blog, and an established twitter presence.

Excellence in teaching and learning is supported, rewarded and recognised through the Teaching and Learning Academy. The Academy delivers accredited teaching courses across the institution. In 2014-15 the 3is programme for PGRs who teach became compulsory, and the PGCertLTHE was delivered at the University’s partner college Kolej Teknologi YPC in Malaysia. Professional recognition is promoted through the Higher Education Academy Professional Standards Framework. This has been strengthened with the implementation of a new dialogue route for experienced staff. Ten individual and team teaching excellence awards were granted, and a recipient of the Vice-Chancellor’s Awards for Excellence in Teaching Innovation in 2013-14 was one of the two members of staff to be receive a National Teaching Fellowship in 2015.

**Retention**

Analysis of longitudinal retention data indicates that in 2014-15 student withdrawal increased significantly with almost half of students leaving as a consequence of ‘Academic Failure’[[1]](#footnote-1). Whilst a higher proportion of students were recruited through clearing in 2013-14 than the previous year, trend analysis has shown that the decrease in student retention is not directly related to a ‘clearing factor’. Furthermore, the pattern of retention across the institution is uneven suggesting that issues may be at School/programme level rather than a consequence of external pressures, for example the increase in tuition fees.

In order to manage and improve retention rates new Institutional reporting tools have been introduced through WebHub. This is to enable academic managers to monitor withdrawal in real time and intervene, as appropriate, to ensure that our students are actively supported throughout their programme of study.

School Directors are required to develop School/Programme level Retention Action Plans that identify interventions at the module/programme level for retention improvement. Endorsed by Faculty Management Teams, action plans will be approved by Education Committee in February 2016.

**National Student Survey: School Director’s Reports and Investment Fund**

School Director’s Reports and Programme Level NSS Action Plans were introduced in 2014-15. Reports identify programmes that exemplify consistent or emerging good practice and areas for improvement. Good practice programmes identified in NSS 2015 are shown in the table immediately below. School level interventions are determined for NSS Scales with low satisfaction levels. In the context of enhancement, School Directors describe barriers to improving overall School performance and explain their personal commitment/approach to the School’s academic development.

In order to support these reports an NSS Investment Fund has been established. The purpose of this financial support is to enable Schools to overcome the enhancement barriers and move the relevant NSS scores form the current to the target position. Faculty Deans, Dean of the Business School, and School Directors/Department Heads are invited to make investment bids of up to £25k specifically linked to NSS Improvement targets.

Examples of potential investment bids:

* Augmentation/upgrading of local computing facilities, including printing facilities;
* Refurbishment/improvement of communal facilities to enhance a general school sense of “belonging”;
* General teaching equipment purchases;
* Laboratory equipment purchase/up-grades; and
* Teaching facilities upgrade.

**Table 1 NSS Good Practice Programmes 2015**

|  |
| --- |
| **Faculty of Arts, Professional and Social Studies** |
| Liverpool School of Art and Design | ArchitectureFashion  |
| Liverpool Business School | Human Resource Management Business and Public RelationsMarketing. |
| Liverpool Screen School | Drama |
| School of Humanities and Social Science | EnglishCriminology |
| School of Law | Criminal Justice |
| **Faculty of Education, Health and Community** |
| School of Education | Education Studies and Early YearsLearning Development and Sport |
| School of Nursing and Allied Health | MidwiferyNursing (emergent) |
| Centre for Public Health\* |  |
| School of Sport Studies, Leisure and Nutrition | Dance PracticesCoaching DevelopmentEvents Management (emergent) |
| **Faculty of Engineering and Technology** |
| Department of Applied Mathematics\* | Mathematics |
| Department of Built Environment | Building SurveyingConstruction ManagementQuantity SurveyingReal Estate Mange met and Business |
| Department of Civil Engineering\* |  |
| Department of Computer Science | Computer ForensicsCyber Security  |
| Department of Electronics and Electrical Engineering |  |
| Department of Maritime and Mechanical Engineering | Mechanical Engineering |
| **Faculty of Science** |
| School of Natural Sciences and Psychology | BiologyForensic Anthropology |
| School of Pharmacy and Biomolecular Sciences | BiochemistryBiomedical ScienceForensic SciencePharmacy |
| School of Sport and Exercise Sciences | Applied Sport Psychology |

\*Academic units with only one programme

**Table 2: Teaching and Learning Activity 2014-15, *activity 2013-14 shown in square brackets for comparison***

|  |  |  |
| --- | --- | --- |
|  | **Faculty** | **University** |
| **Arts and Professional Studies** | **Education, Health and Community** | **Science** | **Engineering and Technology**  |
| **Research and Practice Seminar unique attendances** | 21[*18]* | 24*[14]* | 18*[12]* | 19*[8]* | 82 *[52]* |
| **Teaching and Learning Conference attendance** | 93 *[62]* | 117 *[93]* | 50 *[43]*  | 55 *[52]*  | 457 *[332]*(315 *[250]* Faculty; 80 *[69]* Professional Services 62 *[13]* external) |
| **Teaching and Learning Awards** | 3 *[2]*  | 4 *[5]* | 3 *[1]* | 3 *[2]* | 13 [10] |
| **Curriculum enhancement internships and total funding** (number of students in brackets) | 6 (20) £25, 781.60*[2 (8) £8,538.00]* | 6 (12) £22, 422.40 *[6 (9) £13, 695.00]* | 5 (9) £23, 296.00*[6 (9) £21,045.00 ]* | 5\* (7) £19, 656.00*[2 (2) £4,836.00 ]* | 22 (48) £91, 156.00 *[17\*\* (29) £51, 099.00]* |
| **Curriculum Enhancement Projects (2014 – 2015) number and total funding** | 5 - £29, 886.20 | 6 - £62, 152.54 | 3 - £36, 294.98 | 12\*\*\* - £32, 630.80 | 16 - £160, 964.52 |
| **No. academic staff achieved, and no. working towards qualification or recognition**  | 214 (67%)*[191 (62%)]* | 180 (88%)*[174 (81%)]* | 151 (72%)*[164 (71%)]* | 115 (65%)*[121 (66%)]* | 660 (72%)*[650 (70%)]* |

\*Includes one cross-institutional project \*\*Includes institutional Student Advice and Wellbeing project \*\*\* Includes one joint project with APSS

1. ‘Academic Failure’ is an umbrella term, which covers withdrawal for a variety of reasons. However, it describes the Assessment Board decision for these students as recorded on the Change of Circumstances form. [↑](#footnote-ref-1)