**2021-2024 Faculty of Science LTA Plan and Progress Review v4**

The Faculty undertakes LTA activity in accord with the LJMU Teaching and Learning Strategy (TLS). Our engagement with the Strategy is informed by a set of [ten principles](http://wowie.ljmu.ac.uk/FacultyLTA/Principles/Principles.htm) aligned around three interconnected themes.

* Sustaining a fertile environment
* Nurturing student learning
* Supporting staff development

This plan recounts Faculty-wide activities only. Module/Programme-level activities are contained within the Enhancement and Development Plans of School Monitoring Reports and also contribute to the attainment of the identified institutional targets.

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| **Principle** | **Actions** | **Target** | **Commentary** | **Review** |
| Sustaining a fertile environment | Increase PTES response rate to ensure outcomes have more significance. A GDPR-compliant prize-draw has been agreed with the Teaching and Learning Academy, six £50 Amazon Vouchers being offered. | Response rate within each School to be 50% | £300 from Faculty | 2022: SCS PTES response rate was 38%. Although below target, this was the highest Faculty response rate suggesting wider issues depressed response rates across the board. All SCS Schools had response rates of 30%+.  2023: 40% Response rate  2024: 21% response rate (no prize draw took place) |
|  | Discussion groups with Faculty Course Reps in response to identified needs. | As required. |  | 2022: Post COVID Town Hall event.  2023: Experiences of Artificial Intelligence tools  2024: Survey of COMPASS GenAI guidance (349 participants) |
|  | All FT staff to offer four hours per week of See My Tutor availability, (PT pro-rata). ADESE Collects informal feedback from staff and students regarding See My Tutor and suggest improvements to ITS based on users’ experiences. | 95% of staff in each School to meet expectation. | Agreed by FMT | 2022: Unknown participation as Helpdesk ticket regarding anonymised See My Tutor Subject Leads reporting open.  2023: Closed: Helpdesk ticket Cancelled. |
|  | Develop online tools to capture and present staff/student name pronunciations from the off. | Eliminate mis-pronunciation e.g. graduation. | IT Project request needed after consultation. | 2022 Opened: ADESE to liaise with new ADDI  2023 Closed: NameCoach in place. |
|  | Explore possibility of Laptop parking places in James Parsons General IT Suites, accompanied by dedicated laptop cabinets. | Faculty of Science NSS Teaching on My Course score above LJMU mean. | Floor plans provided by Estates services | 2022 Closed: Scoping complete but not possible to proceed. Will be revisited once identified technical issues can be overcome. NSS Target met. |
|  | Reformat annual EDI and Employability Coordinator reports into same style. | Reports better feed into planning. |  | 2022 Closed: Deadline for reports moved to September from 2023 to fit in better with CME cycle of activity. |
|  | Create a ‘Celebration Space’ at Byrom St to acknowledge named days and EDI events. The Space could also celebrate STEM pioneers from underrepresented groups and showcase our EDI work. | A space to celebrate and honour both named days and EDI work within the Faculty. | Collaborate with Estates, FET, HR and ITS. | 2022 Ongoing: Our contact in Estates left LJMU and we await specification for a proposed video. Proposed this work is taken up by new AD(DI).  2023 Closed: AD(DI) now progressing this work. |
|  | Establish three lab recording studios once campus restrictions are lifted. | Faculty of Science NSS Teaching on My Course score above LJMU mean. | £3800 from Faculty | 2022 Ongoing: Demand has subsided but project remains active and is deferred.  2023 Ongoing  2024 Ongoing |
|  | Arrange for students’ registration card photographs to be associated with their MS OneDrive Accounts | Students’ photos to be visible within emails sent to staff. | ADESE raised via Learning Environment Panel (LEP) March 2022. | 2022 Closed: Collaboration involved ITS, Data Protection Officer, and Corporate Comms. Expected to be implemented by Week 1 2022/23. |
|  | Develop a vacant room finder tool to locate and book quiet spaces, study spaces or alternative classrooms when pre-booked rooms cannot be used. | Staff and students can immediately locate and book space. | To be raised by ADESE through FEC then LEP. | 2023: Started.  2024: Closed: Awaiting outcome of Evoke pilot by ITS before decision of future work is made. |
|  | Re-instate laboratory Coat name-printing facilities after COVID hiatus. | Student names visible on lab coats | £80 from Faculty | 2022: Re-started.  2023: Closed: ADESE now manages bookings. |
| Nurturing student learning | Renewal of Learning Science Laboratory Simulations to enable virtual practicals and better prepare students for laboratory work, addressing anxieties. | Faculty of Science NSS Teaching on My Course score above LJMU mean. | £11000 from Faculty  £1000 from TLA (2023) | 2022: Licence was renewed. NSS Target met (80% vs. 79%).  2023: Licence renewed. NSS Target not met (84.0% vs. 84.1%). TLA funding two LearnSci Smart Worksheet.  2024: Licence renewed. TOMC score 2% above LJMU |
|  | Provide academic diaries to all L3 and L4 students in programmes that elect to participate in this scheme. Review provision following “Wellbeing Journal” pilot and potential scale-up. | Survey to find diary use ‘sometimes’ or more exceeds 60%. | £6000 from Faculty | 2022 Closed: Diaries provided in 2021. 2022 Survey (n = 202) found 58% used diary ‘sometimes’ or more. Only 33% used ‘regularly’ or more. Given the plan to hand out Wellbeing Journals to all students, FMT agreed to discontinue. |
|  | Purchase of 400-seat Labster licence to enable virtual practicals and better prepare students for laboratory work, addressing anxieties. | Faculty of Science NSS Teaching on My Course score above LJMU mean. | £18000 from Faculty, recharged to Schools pro-rata based on student numbers | 2022: Licence was purchased.  2023: Licence was purchased.  2024: Licence was purchased. |
|  | Funding to support three SCS student internships to undertake curriculum enhancement projects offered by SCS staff. | Three interns appointed per year through Faculty funding. | £2.5K from Faculty | 2022: Three interns funded by Faculty, three more agreed by Schools. Totals: 2 SPS and 4 BES in addition to TL Academy-funded 2 PBS internships.  2023: No Faculty funded internships: 4 BES and 3 PBS TL Academy-funded internships.  2024: 1 SPS TL Academy-funded internship. |
|  | COMPASS AI guidance for staff and students published on Faculty website. | Adoption of COMPASS | ITS and Corporate Comms set up the websites | 2023 Started: Presentations and workshops as part of School meetings in mid-September 2023. Review event planned for mid-year.  2024: Ongoing: Website updated by ITS during summer 2024 to reflect policy changes |
| Supporting staff development | Purchase the BioRender graphics package for use by Faculty staff in Teaching, research and knowledge transfer. | Licencees to make regular use of program. | £5000 from Faculty | 2022 Ongoing: Licence renewed. Latest usage data reveals our 20 licensees averaged 17 illustrations per year.  2023 Ongoing: Licence extended to 25 seats averaging 22 illustrations per year. FMT agree PhD students can access on request, funded through bench fees.  2024: Ongoing |
|  | 3is Laboratory Teaching Workshop | 90% participation by 3is | TLA staff time | 2023: Initiated  2024: First workshop with three attendees. |
|  | Peer review 2020-23: ‘Talking about Teaching’ is our Peer review scheme, coordinated by ADESE with local oversight by Subject Leaders. | % participation to rise year-on-year | N/A | 2022 Ongoing: Target met and participation up 6% to 68%.  2023 Closed: Target met and participation up 9% to 77%. |
|  | Peer exchange 2023-24 onward: ‘Peer Observation and Exchange’ coordinated by ADESE through agreement with SMTs and local oversight by Subject Leaders. | % participation to rise year-on-year | N/A | 2024 Started: 58% participation |
|  | A lunchtime social event each May for ‘Students at the Heart’ Conference registration, open to all staff and student presenters. Returns after COVID hiatus. | SCS staff enrolments to increase from previous year. | £100 from Faculty | 2023: Pre-conference staff development and social event in, 21 attendees.  2024: Pre-conference staff development and social event in, 18 attendees. |
|  | New Faculty of Science Teaching Awards (FOSTAs) to celebrate teaching and recognise good practice: Our LJMU Teaching Excellence award nominees will then be drawn from the Faculty Award Winners. Faculty Award Winners will be agreed by SMTs. | To recognise good practice by our academic colleagues and to celebrate teaching. | £1000 from Faculty, for trophies, roller banners and tea/coffee/biscuits for awards event | 2022 Ongoing: 20 inaugural award winners. Award ceremony in March and four winners went on to secure LJMU teaching awards.  2023 Ongoing. 23 award winners Ceremony in March and three winners went on to secure two LJMU teaching awards and one commendation.  2024 Ongoing. 21 award winners Ceremony in March and five winners went on to secure two LJMU teaching awards and three commendations. |
|  | The EDIpedia resource for reflecting diversity within teaching will be further enhanced. Copyright status confirmed by Legal and Governance. | Transfer to SiteCore.  Introduce online forms to encourage contributions. | N/A | 2022 Ongoing: EDIpedia transferred to SiteCore. Online forms will be introduced once IT Service Upgrade project is complete.  2023 Ongoing: Awaiting forms  2023 Ongoing: Helpdesk ticket remains open |
|  | Science Teaching Interest Group (STIG) established. Draws together: NSS Champions, PGCert Observers, National Teaching Fellows, School LTA leads, LJMU Teaching Awards | Develop a community of teaching professionals. | N/A | 2022: Set up and two meetings held during academic year, latter prompting feedback on the new LTA strategy that was passed on to the Teaching and Learning Academy  2023: One meeting took place to discuss the Education and Student Experience (ESE) Strategy 2023-30 and feedback to PVC (SE)  2024: One meeting took place as part of consultation of revisions to the Assessment and Feedback policy |
|  | Informal observation scheme, ‘walkabout week’ to return after COVID hiatus. | 20 staff to offer sessions in walkabout week. | N/A | 2023: Semester one event features three sessions offered by two staff and five staff attendees.  2024: Closed as Faculty-wide Peer observation scheme re-introduced |
|  | Themed staff development sessions arranged by the Faculty. | Three sessions per year | Cooperation of colleagues from external software suppliers and LJMU Professional Teams | 2022: Three sessions: Faculty software (LearnSci/Labster) and outline of new Peer Review scheme  2023: Three sessions: Faculty software (LearnSci/BioRender), and PC requests,  2024 Four sessions: Assessment calibration workshop, BioRender Webinar, SAW Refresher for Staff, AI Practice Exchange Event. |

Phil Denton, Associate Dean (Education and Student Experience) Endorsed by FEC V1 Sept 2021, V2 Sept 2022, V3 Sept 2023

Final version V4 Sept 2024

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| **Review of Faculty LTA Activity: 2018-21 Plan** | | **Complete** | | **Partially complete** | **Not done** | |
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| **Activity** | **Target** | | **Outcome** | | |  |
| UG contact time to reflect Sector norms for that programme | At least equal to median total hours based on Sector data | | Was Achieved based on 2016 data: No updates since as data is no longer available | | |  |
| Offer hands-on learning opportunities on UG STEM programmes | At least 50% of UG contact time to be active learning | | 52.2% of UG STEM teaching is practical, offsite, placement, or workshop. | | |  |
| Recognise the importance of the Personal Tutor role in engagement. | Ten Personal Tutorial meeting per UG year, including two individual. | | All SCS programmes compliant, including former IM Marsh ‘peer learning groups’. | | |  |
| Provide clear information of staff availabilities for ad-hoc meetings. | 4 hours of availability advertised pw via clipframe or SeeMyTutor (SMT). | | FMT-mandated SMT policy from 2019/20 onward. No data available on usage. | | |  |
| Practice exchange event informed by previous year’s teaching observation. | Average satisfaction from internal survey to remain at 100%. | | Took place in Nov 2018: 87% satisfaction but only 13 participants. Discontinued 2019/20. | | |  |
| Annual peer observation/review scheme. | Faculty participation rate to rise to 100% (95% in 2017/18). | | 94% 2018/19. Halted 2019/20. 62% 2020/21 (new scheme, mid-year start, online only). | | |  |
| Informal observation scheme, ‘walkabout weeks.’ | Average of 30 staff to offer sessions for observation in walkabout week. | | Nine staff offered sessions for observation in 2018/19. Discontinued 2019/20. | | |  |
| UG Programme Leader away days to take place in September/June. | Satisfaction to rise to 90%, from 84% (Sep 2018), 86% (Jun 2019). | | Satisfaction from Sept 2019 event was 96% (all-time high). None during pandemic. | | |  |
| Online bulletins for PGT Programme Leaders (in place of away days) | 90% of PGT Programme Leaders to access the bulletins. | | Bulletins circulated pre-pandemic. Could not determine access (Google analytics failure). | | |  |
| School Research and Practice (RAP) in HE seminars. | Average School RAP attendance to rise to 40, currently 31. | | One took place pre-pandemic: Learning Science online resources attended by 19. | | |  |
| Catered social event each May for LJMU L&T Conference registration. | Average registered SCS delegates to rise to 70. | | 3-year average pre-pandemic = 64 (peak 72), previous 3-year average (no event) = 47. | | |  |
| Publication of bimonthly online Faculty LTA newsletter, Abstract. | Visitors to Abstract web pages to average at least 50% of SCS staff. | | Published but unable to determine due to unanticipated failure of Google Analytics | | |  |
| Training videos for Learning Technologies. | Resources contextualised for use within Science. | | One new video: Using Panopto for creating Open Day resources (April 2020) | | |  |
| Identify issues with classrooms and AV through teaching observation scheme. | Annual reporting to Professional Teams. | | Complete but now superseded by Rate My Room | | |  |
| Minimum expectations for employability content. | Audit of activity to confirm Faculty’s minimum expectations are met. | | Confirmed through individual meetings between ADE, PL and Director in 2018/19. | | |  |
| Increased engagement of students on placements on programmes. | Early interventions of PLSU in courses with a sandwich/placement. | | Took place with increased demand for talks from PLs in 2019-20. Curtailed by pandemic. | | |  |
| Supporting leadership and project management skills. | Pilot of Placement Learning Support Unit (PLSU) ‘steps to success’. | | Pilot recorded 70% satisfaction. Scheme amalgamated with early intervention scheme. | | |  |
| Provision of programme-specific academic diaries to all Level 3 and 4. | Survey to find diary use ‘sometimes or more’ exceeds 60%. | | 2017/18 40%. 2018/19 46% (n=262). 2019/20 No survey (lockdown) | | |  |
| Annual printing of student names on lab coats with technical team. | 70% of L3/4 students having their name printed on lab coat. | | In place, prior to pandemic. | | |  |
| Transport of Faculty Nexus Pads to and from survey-completion sessions. | Average module evaluation response rate to exceed 50%. | | Transport pilot completed pre-pandemic. 2018/19 Response increased by 9% to 37%. | | |  |
| Faculty fund established to support staff attendance at pedagogic events. | Seven distinct events attended through this funding stream pa. | | £4.6 K of £5K allocated to 19 staff in 2018/19 covering 8 distinct events. No funding after. | | |  |

Phil Denton 2/9/24