

## Education Bulletin for Faculty of Science PGT Programme Leaders 17/07/19

### 1 LJMU LTA Awards:

Category	Winner	Nominator
Rising Star	Ralph Pawling	Mark Forshaw
Individual	Craig Wilding	Elaine Hemers
Technology-Enhanced Learning	Richard Foster	Becky Murphy
Individual Support	Katie Lawrence	Caron Knowles and Keith George
Academic Leadership	Elaine Hemers	Fatima Perez de Heredia Benedicte
Academic Leadership	Mark Robinson	Becky Murphy

Science secured the most awards for a consecutive year, sharing this accolade with APS in 2019: APS 6, EHC 5, FET 3, LBS 0, SCS 6. No revisions to the [nomination procedure](#) are planned.

**2 Teaching and Learning Conference 2019:** 8 out of 55, 15%, presentations involving SCS staff (12 out of 62, 19%, last year).

### 3 Teaching Observation:

- 94% Completion within the Faculty (NSP 94%, PBS 94%, SPS 93%)
- Reporting forms to be reviewed over summer and [report](#) to be shared with Faculty via LTA newsletter in September.
- Good practices to be shared for discussion at UG Programme Team meetings (observed staff are not named in the report and have been associated with the best-fit UG programme area to ensure the number of observations considered by each team is meaningful).

After four years, the current scheme has come to an end and, from next year, the Teaching and Learning Academy will oversee triennial observations through a team of trained staff. The ADE will administer annual peer review and this can include a variety of activities:

- Development of learning resources
- Assessment and feedback design
- Personal/academic tutoring practices
- Teaching diverse student groups
- Student communication practices
- Supporting student placements or work-based learning
- Observation of teaching

**4 [Walkabout Weeks](#):** Introduced in 2018/19 and well-received by those who participated. To be continued in 2019/20 in place of annual practice exchange event.

**5 Printer signage for students:** drafts approved at Faculty Education Committee (FEC). Intention is to consolidate existing open-access printer-related information and provide information on printer locations. To be finalised once new printer contract in place.

**6 See My Tutor:** Electronic appointment booking to be adopted by all Faculty staff from 2019/20, agreed FMT June 2019. Subject Leaders have been advised of this change.

**7 Academic calendar 2020/21 onward:** Two twelve week semesters. Directed study weeks will no longer exist in their current form and would effectively become optional. Any programmes wishing to offer a break from teaching must use those weeks identified by the University (expected to be Weeks 7 and 24, as at present).

**8 In-class survey completion:** The 20 Faculty Nexus pads will be complemented by 10 Amazon Fire tablets for 2019/20. All configured for survey completion (e.g. module evaluation, PTES) and available via [nexustablet@ljmu.ac.uk](mailto:nexustablet@ljmu.ac.uk) for collection from BS/321a.

**9 SCALE-Up** Plans for repurposing an existing classroom at Byrom St into a SCALE Up (Student-Centred Active Learning Environment with Upside-down Pedagogies) space were presented at Learning Environment Panel. Essentially, this would be a large flat space with circular tables with online PC facilities and monitors around the room to facilitate the sharing of work. The room could still be used for lecture-type teaching but is optimised for collaborative learning, TRB/149 being a potential contender. Richard Foster (SPS) has experience of this type of pedagogy, now used in 50% of teaching at Nottingham Trent University, and has shared his expertise. A number of staff have indicated they would be interested in using such a room.

**10 Turnitin Grademark:** The Teaching and Learning Academy will no longer offer training in this e-marking tool due to (technological) performance issues. Canvas Speedgrader is now the supported e-marking tool. Plagiarism detection is still available via the Turnitin add-in.

**11 Personal Timetabling:** Implemented in 2018/19 across most programmes.

**12 Module guides:** Teaching and Learning academy want to develop in-built Canvas architecture to present module-specific information, rather than within module guide. Probable pilot in 2019/20 with roll-out in 2020/21.

**13 Student Life Building/Sports Hall:** Steel superstructure for Student Life Building now erected.

**14 Lecture theatre refurbishments:** Anticipated work on Peter Jost Lower and Henry Cotton Large lecture theatres will not now go ahead this summer due to Estates' commitments elsewhere.

**15 Access, Participation and Progression (APP)** The OfS requires that LJMU address any differential outcomes for UK students against the following splits in our data; age, gender, POLAR4 (= HE participation of student's home locality), IMDQ (= National index of multiple deprivation of student's home locality), disability, and ethnicity. Currently, this only applies to UG programmes but its ultimate extension to PGT would be in line with the OfS's direction of travel.

LJMU and Sector outcomes against the following indicators have been analysed for statistically significant differential outcomes by the Teaching and Learning Academy:

- Access (Enrolment on programmes)
- Non-continuation
- Attainment (Graduated with a first/2(i))
- Progression to highly skilled employment or higher study

LJMU has submitted a five-year plan to OfS and report annually on progress. Where there are distinctions between LJMU and Sector data, narrative reporting can convey the local context e.g. tendency of our graduates to stay resident within Merseyside region.

Following an audit, the following schemes have been identified within the Faculty for potential inclusion in the LJMU plan. There are distinguished for been outside of 'reasonable adjustment' and for having associated evaluations.

Activity	Indicator	Split	Timescale	External funding
<a href="#">Chemistry for all</a>	Access	IMDQ	2014-	£150K
Contextualised BSc Chemistry admissions	Access	IMDQ	2020-	N/A
<a href="#">Shaping futures</a>	Access	POLAR, Gender Ethnicity	2018-2019	£69K
Here come the girls: the future of SES	Access	Gender	June 2019	N/A
<a href="#">Girls Network</a> mentoring	Access	Gender	2019-	N/A