Headings determined by Uni L&T Committee & Max 2 pgs

> ## College of Social Sciences –
> ## Annual Learning & Teaching Priorities 2014-15

1. Strategic Direction and Context

Building on the University's L&T mission, the CoSS L&T mission is:

"...to develop a community of scholars with a global mindset, sensitive to the multicultural learning and work environment, confident and competent in contributing to the socio-economic development of Scotland and beyond. To encourage amongst students an engagement in learning and research that endures and supports lifelong learning and an ongoing relationship with the University."[1]

2. Progress on previous year's objectives[2]:

Enhancing the Learning Environment:
- Staff engaged very actively and successfully with the LTDF scheme submitting more successful projects than in previous years, two College Teaching Excellence Awards were made, and one member of staff in Education was awarded a University Teaching Excellence Award.
- Schools have worked hard on implementing their NSS Action plans. CoSS saw the greatest percentage points rise in NSS scores in the University and two of our subject areas, Social Policy and Teacher Training ranked highest in the UK. We did not see the gains we had hoped in Economics and Management and so this will be a particular focus of attention in 2014-15. Staff seminars were held aimed at supporting improvements in practice to support the student experience.
- The new advising system was implemented with some local variations according to degree and School structures. Implementation is going well and students have not reported problems with arrangements for support.

Embedding E-Learning & Assessment:
- We have been actively engaged in MOOCs with the School of Law offering one of the first 2 UoG MOOCS ("Right versus Might") and strategic investments were made in one blended learning course (ASBS) and one one new distance learning programme (School of Law).
- The College Learning Innovation Officer (CLIO) has worked closely with Schools to help staff embed Moodle, Mahara, Turnitin and other technologies within courses, and to develop the MOOCs.
- Piloting of audio feedback is underway, and there is good sharing of practice across Schools facilitated both by the CLIO and the TELT contacts.
- Significant improvements were made in SSPS to improve the processing of coursework and Schools engaged well with Echo 360 technology, and Moodle (and the move to Moodle 1.9)

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[1] Taken from the CoSS L&T Strategy 2013-2015.
[2] We identified other objectives but they were supporting mechanisms for delivering those set out here and so are not covered here.

International Partnerships & TNE & Supporting International Students
- The Student Exchange and Mobility Officer has introduced consistency in the guidance to students and staff involved in mobility, and to the recording of grades from study abroad.   This work has been extensive and time consuming, but has significantly improved the administration and communication in this area of work. The number of partnerships has been reviewed and rationalized.
- Considerable efforts have been made to enhance the transition experience for GIC students entering Year 2 of the MA Soc.

Embedding Graduate Attributes
- There has been incremental increase in the degree of engagement with embedding graduate attributes. Particular gains have been made in SSPS during 2013-14.

3. Priorities for the year ahead (alignment to University L&T priorities indicated by *)

The full range of objectives set out in our 2013-15 strategy will continue to be pursued, but particular priorities for 2014-15 are:

- **Assessment & Feedback*** - we have several local initiatives looking at assessment and feedback (eg the LEAF project in the ASBS), and we are developing a staff seminar on this with ADU to promote good practice.
- **Employability / Graduate Attributes*** - We continued to work with Schools/subjects to embed a continuum of graduate attributes and employability across years 1-4 of the degrees and to encourage uptake of the Graduate Skills Programme (GSP). This involves regular, sustained input across the 4 years. We are also working on expanding CoSS internship provision, external employer engagement in embedded teaching and practitioner speaker series, and increased support for student-led activity (via CoSS clubs and societies) and student enterprise activity.
- **Internationalisation** – implementing strategies for support for GIC students, as well as augmenting provision for all UG and PGT international students is a focus for 2014-15 and a new member of staff is joining us in Oct 2014 to support this work.
- **E-Learning** – the implementation of the distance learning projects, and support for an increasingly engaged staff across CoSS, supplemented by an e-assessment project (and e-assessment intern) in the College and a complementary project in ASBS.

4. Strategic, university-level issues that would support the CoSS Strategy

a) Clarification as to what central support can be provided by LTU & MPU generally given the increased interest in distance learning, MOOCs and TELT, and specifically in relation to Mahara and Moodle enhancements.
b) Perhaps greater dissemination from the ADU of areas of good practice as evidenced in the research so as to guide staff decision-making and help shape College initiatives.