

College of Social Sciences – Learning & Teaching Plan 2017-18

The College of Social Sciences L&T Plan is a composite of the NSS Action Plan (a highly focused document, the contents of which address Teaching, Assessment & Feedback, and to an extent, culture change) and the Student Experience Plan that was developed during 2016-17. As many of our priorities were long-term and relate to cultural change, the plan is a continuation of the approaches that we initiated last year.

| Area | Proposed Actions |
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| Learning & Teaching Culture | <p>Building on last year's activities, for 2017-18, we will:</p> <ul style="list-style-type: none"> • continue the ongoing reporting of School NSS Action Plan progress to CMG with regular updates from Heads of School (actions from last year are to be continued and sustained as part of the wider culture change initiative). • devote a session of CMG, to exploring each School NSS plan in turn, considering the assumptions therein, and identifying any areas where additional input or peer (School-School) support would be valuable; • consider the extent to which within each School, the NSS action plans translate to PGT provision such that an holistic approach can be taken to the student experience and to enhancement of learning, teaching and assessment; • commit more time at CMG during the year to focus on the teaching and learning culture (UG and PG) and how we might continue to improve that; • issue the new teaching practices PSR survey across the College. The questionnaire will go to Education, Law and Management anyway this session as part of the PSR process. By participating in the survey across all subjects/schools, we would benefit from some baseline data across the College that helps us better understand staff views (and local learning and teaching cultures), and to identify potential areas of future focus. |
| Teaching on my Course (incl. use of Student Evaluations). | <p>Interesting & Intellectually Stimulating Teaching:</p> <ol style="list-style-type: none"> 1. Heads of School to report to CMG on how they have ensured that – <ul style="list-style-type: none"> • teaching allocations ensure high quality, research-led teaching on the honours programme |

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| | <ul style="list-style-type: none"> • staff development needs in relation to teaching have been identified through EvaSYS course evaluations and P&DR; what plans are in place to address development needs; and where input is required from elsewhere. <p>2. CMG to develop a CPD strategy around teaching and learning for all staff involved in teaching that ensures we support strategies such as active learning, collaborative learning, work-related learning and technology enhanced learning, teaching and assessment.</p> <p>As part of this, and building on the Programme Leader Review (July 2017), support Programme Leads (PLs) fully in reducing administrative components of their role and in strengthening the aspects of the role associated with educational design and leadership of learning and teaching practices. Initial priorities:</p> <ul style="list-style-type: none"> • Support PLs to participate in the University’s forthcoming PL Programme (from Jan 2018) • Clarify the nature, and more fully recognise the demands of the role; • Ensure administrative elements are not dominant; <p>Create a means of the PLs having a direct voice into CMG to influence action in light of their PL development and help develop their leadership capabilities.</p> |
| <p>Assessment & Feedback</p> | <p>1. Timeliness of Feedback: To ensure effective ongoing development and implementation of Feedback Calendars, Heads of School to report to CMG on:</p> <ul style="list-style-type: none"> • progress in developing and implementing the School feedback calendars • managing staff marking loads to ensure that turnaround times for marking are feasible given concurrent teaching and marking duties • how the calendars and the feedback return times are being monitored, managed • the approach taken to communicating timeliness and delays to staff and students ensuring that messages about meeting deadlines are conveyed and not just delays • how many courses have returned grades (and feedback) on time • what actions are in place to improve timeliness of feedback where delays arise <p>CMG to receive, as a priority, a paper from the Dean L&T on marking allocations (i.e. time provided for marking activities – formative and summative) and to agree a common approach that can be implemented for the December diet if possible and certainly for Sem 2.</p> |

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| | <p>2. Consistency of Feedback: Heads of Schools, School L&T Convenors and HoSAs to liaise on the roll out and implementation of the Feedback and Assessment toolkit locally, specifically:</p> <ul style="list-style-type: none"> • ensure all staff are aware of the qualities of good feedback when undertaking their first marking tasks this semester • identify key points in the calendar when marking guidance is provided to staff • ensure steps are in place to monitor consistency of feedback within courses • Work closely with LEADS to embed the recommendations of the College A&F report and the A&F Toolkit, with particular emphasis on: <ul style="list-style-type: none"> ○ BTech Ed and Primary Ed ○ Primary Ed and Health & Soc Pol (Dumfries) ○ Management, Economics and Acc Fin <p>3. To support student use of / response to feedback:</p> <ul style="list-style-type: none"> • Design, with the SRC reps and Learning Teaching Centre, a student led initiative on making use of your feedback (linked with the toolkit) • Roll out of the audio-feedback project which is proving successful in providing personalised feedback and scope for students to identify areas on which they'd like feedback. • Implement recommendations from the College project on Assessment & Feedback and Personal Development review, working closely with the Student Learning Service materials on students' use of feedback. |
| <p>Course Organisation</p> | <p>Ensuring the Timetable Works for staff and students: Heads of School Admin to work closely with Heads of School/L&T Leads and others associated with workload planning to populate room bookings with lecturer names as early as possible. This allows CTT to identify where staff or student groups have lengthy distances to travel across campus to get to lectures.</p> |
| <p>Student Voice</p> | <p>Working with Dickon Copsey and his intern team, appoint a student intern to do a report on how subjects/schools communicate with students about student feedback on courses, drawing out good practice and opportunities for improvement.</p> |
| <p>Partnership with Student Services</p> | <p>Following our CoSS Review of Advising, and working closely with CAPS, appoint and embed a new psychological counselling post within the UG advising systems across CoSS.</p> |