

## College of Social Sciences – Learning and Teaching Plan 2018-2021

The College of Social Sciences has a three year Learning and Teaching Plan, which draws directly on the actions within the 2017-18 plan that had a longer term focus. It provides direction for and underpins the detailed School-level action plans that are produced each year.

Overall satisfaction across CoSS is broadly in line with the sector, but only the School of Law has met the University’s internal benchmark for Overall Satisfaction in either of the last two years. Our greatest challenges lie in two areas in relation to: 1) **assessment and feedback** across all programmes and 2) the underlying **learning and teaching culture**.

Area	Proposed Actions
<p style="text-align: center;"><b>Assessment and Feedback</b></p>	<p>For 2018-2021, we will continue to build on last year’s activities in assessment and feedback.</p> <p><b>Timeliness of Feedback</b> We will:</p> <ul style="list-style-type: none"> <li>• put in place approaches to ensure greater transparency across CoSS of the marking allowances and turnaround times for staff to ensure that marking loads are feasible within the marking timeframe</li> <li>• ensure effective ongoing development and implementation of <b>assessment and feedback calendars</b></li> <li>• be clear about the most effective approaches, with a view to enhancing our approach across the College</li> </ul> <p><b>Clarity of Marking Criteria</b></p> <ul style="list-style-type: none"> <li>• undertake a programmatic review of assessment on our programmes, including appraisal of whether appropriate formative assessment is in place thereby ensuring assessment <i>for</i> learning opportunities in all courses</li> <li>• ensure that we have a means of checking that <i>within each programme</i>, the course documentation clearly and consistently states the ILOs and assessment criteria, and that feedback on assessments directly addresses the ILOs</li> </ul> <p>(These initiatives align with the CoSS Review of Assessment and Feedback, and will be supported by, and</p>

<p style="text-align: center;"><b>Assessment and Feedback</b></p>	<p>integrated with, symposia – see below)</p> <p><b>Quality of Feedback</b></p> <ul style="list-style-type: none"> <li>• as a minimum, each Programme Lead should be able to demonstrate how the principles of good feedback are communicated across marking teams and how the quality of feedback and the consistency of feedback are overseen on each programme.</li> </ul> <p><b>Staff Development and Sharing Good Practice</b></p> <ul style="list-style-type: none"> <li>• create College-level symposia to build on and embed the practices across programmes</li> <li>• develop a CPD session for all staff involved in programme review, course/programme scrutiny and leadership of L&amp;T Committees, to highlight good practice in relation to assessment and feedback, and the key role that scrutiny must take in progressing enhancements in learning, teaching and assessment practice</li> </ul>
<p style="text-align: center;"><b>Learning and Teaching Culture</b></p>	<p>We aim to develop the learning and teaching culture by supporting enhancements in learning, teaching and assessment through <b>supporting Programme Leaders</b>, specifically by:</p> <ul style="list-style-type: none"> <li>• continuing to build on the Programme Leader Review (July 2017), by supporting Programme Leads (PLs) in reducing administrative components of their role and in strengthening aspects of the role associated with educational design and leadership of L&amp;T practices</li> <li>• supporting PLs to participate in the University’s PL Programme</li> <li>• clarifying the nature of the PL role, and more fully recognising the demands of the role</li> <li>• ensuring administrative elements are not dominant for academic course/programme leads</li> </ul> <p><b>Changing Expectations about Professional Development</b></p> <p>CPD is standard in many professions, but we do not have an established CPD culture in relation to learning and teaching with the exception perhaps for staff on the LT&amp;S track. As such, we should make a clear commitment to L&amp;T related CPD, in particular in terms of:</p> <ul style="list-style-type: none"> <li>• increased use of learning technologies to support learning, teaching and assessment as outlined in the College TELT strategy</li> </ul>

<p><b>Learning and Teaching Culture</b></p>	<ul style="list-style-type: none"> <li>• embedding into P&amp;DR for <b>all</b> staff involved in teaching, some participation in the University's CPD offerings and/or the development of local, School-specific CPD that addresses local challenges</li> </ul> <p><b>Develop School-specific responses to the College TELT strategy</b> to ensure:</p> <ul style="list-style-type: none"> <li>• ongoing plans for upskilling staff in the use of learning technologies</li> <li>• benefit from enhancements and efficiencies through better and more consistent use of Moodle (linking to new LEADS resources)</li> <li>• ensure a baseline of competence and confidence in the use of learning technologies to support developments in blended learning</li> </ul>
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Ongoing from 2017-18

<p><b>Course Organisation</b></p>	<p><b><u>Ensuring the Timetable Works for staff and students:</u></b> Heads of School Admin to work closely with Heads of School/L&amp;T Leads and others associated with workload planning to <b>populate room bookings with lecturer names as early as possible</b>. This allows CTT to identify where staff or student groups have lengthy distances to travel across campus to get to lectures.</p>
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