

**Learning and Teaching Plan 2018-2021**

This is based on the 3 year action plan responding to issues relating to NSS 2018 and includes a number of specific actions proposed at college level. Many of the approaches are longer term ambitions and are a continuation of those initiated and developed in 2017-18. School-specific actions are not detailed here

NSS 2018 highlighted 3 main areas for improvement in MVLS: Assessment and Feedback, Organisation and Management and the Student Voice

Topic	Proposed Action:
<p>NSS 2018 Focus on Assessment and Feedback</p>	<p>Work with the Transformation team to promote and assess progress in the use of <b>Assessment and Feedback Toolkits</b> and continue to support the modernisation, standardisation and implementation of modern methods of assessment and feedback including the implementation of <b>TestReach (Comprehensive E-assessment system)</b></p> <p><b>Timeliness and quality of feedback:</b> assess progress in terms of implementation /monitoring /facilitating staff to provide timely feedback and promote best practice in this and the management of student expectations.</p> <p><b>Assessment workload modelling:</b> assess if this information is being captured and where it is being used effectively to manage assessment workload, and share best practice.</p> <p><b>Improve Intended Learning Outcomes, Exam blue printing</b> and in professional programs <b>the mapping of the curriculum</b> to accrediting /governing bodies competencies.</p>
<p>NSS 2018 Focus on Organisation and management</p>	<p><b>Timetabling:</b> monitor the frequency of changes that are being made to timetables and the reasons for same ( requests made by staff / problems with room booking/ failure of staff to turn up to a timetabled events)</p> <p><b>Timetable accessibility/ communication of changes:</b> Establish what methods are being used to access timetables and to communicate changes, which are most effective and adopt best practice. (Glasgow Timetable APP/Frontdoor link to outlook).</p>
<p>NSS 2018 Focus on Student voice-responding to student feedback</p>	<p><b>Closing Feedback Loops-:</b> Review procedures and timeliness of methods used to gather and report back on student feedback with a view to raising student awareness and sharing best practice e.g. you said we did.</p> <p><b>Student-Staff Partnership Scheme/ LTDF bids.</b> Promote calls/bids for projects where students and staff can work in partnership to enhance assessment and/or feedback practice in current courses.</p>

<p>Recognising, Rewarding and supporting Teaching Excellence</p>	<p><b>LTS track and ECDP:</b> Continue to lobby to improve P&amp;DR process to ensure that those on LTS /ECDP are fully supported in the college. Specifically we will look at ways of improving the training for mentor and mentees. Continue to develop the learning and scholarship community and support network for those on LTS track working towards.</p> <p><b>Scholarship Policy and ethics committee</b> -support the Assistant L&amp;T Vice-Principals ambition to create a Guidance Policy for Scholarship and possible Scholarship ethics committee</p> <p><b>LEADS-</b> promote the LEADS CPD events and lobby for alternative means of delivery (recording of sessions; sharing of resources etc.).</p> <p><b>L&amp;T leadership program.</b> Work with HoS and Ass. Deans of graduate school to identify staff that would benefit from attending the teaching leadership training course and invite those currently on this training program to share their experiences.</p> <p><b>Promote, encourage and support colleagues to apply for Teaching Excellence Awards</b> and relevant calls for <b>LTDF</b> projects and share experiences to improve chances of success. Host an annual college <b>L&amp;T scholarship away day.</b></p>
<p>Graduate attributes/employability</p>	<p><b>Work-related training:</b> Promote and develop the Head of College Scholarship Scheme for undergraduate students and the Graduate Skills Awards Scheme.</p> <p><b>Employability:</b> Work with the college Employability Officer to continue to embed Employability in the SoLS curriculum, and in the graduate school by promoting the benefits of engaging with the Graduate Attributes Award scheme.</p> <p><b>Digital identity:</b> make students more aware of their digital identity particularly in relation to social media use and lobby to make this a recognised graduate attribute.</p> <p><b>Student Mobility/International student experience:</b> assess the current status towards the original goal of 20% of students in college attaining an international experience, identify the barriers and work with international deans to identify new opportunities for exchange visits and placements.</p>
<p>Student admissions, transition, retention and progress</p>	<p><b>Admissions:</b> Work with the admissions team to ensure targets are appropriate and sustainable via traditional routes and through new national and international initiatives.</p> <p><b>International student recruitment:</b> Work with the <b>Dean for global engagement</b> and <b>MVLS International Deans</b> to identify new opportunities for full year, study abroad students in SoLS with option of returning to do a masters' degree.</p> <p><b>Work in partnership with GIC</b> to improve alignment of the curriculum and the transition/support of international students entering SoLS level 2 and graduate school PGT programs</p> <p><b>Widening Access:</b> Explore, develop and monitor new widening participation initiatives e.g. Sutton trust</p> <p><b>Gender balance:</b> Work with the UoG Gender action plan (GAP) team and a Gender equality group (GEG) to work towards the Scottish Funding Council 2030 GAP: that no university subject will have a gender imbalance of greater than 75% of one gender.</p> <p><b>Student Transition and Retention:</b> Work with <b>Transitions Working Group and the College Retention Officer</b> (C. Finlay) to identify and support vulnerable groups of students.</p> <p><b>Student progress:</b> Improve understanding and operation of policies such as Good Cause and Fitness to Study Policies: senate workshops.</p>
<p>Internationalising the curriculum</p>	<p>Through for example the PSR process identify, assess and define the next steps required to ensure that we can demonstrate progress in implementing the universities L&amp;T strategy relating to curriculum review and internationalising the curriculum.</p>