

College of Social Sciences – Learning & Teaching Plan 2016-17¹

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 a new UG Student Experience Plan.

Area	Proposed Actions	Timescales and Ownership
<p>Teaching on my Course (incl. use of Student Evaluations).</p>	<p>Interesting & Intellectually Stimulating Teaching:</p> <p>1. Heads of School to report to CMG on how they have ensured that –</p> <ul style="list-style-type: none"> • teaching allocations ensure high quality, research-led teaching on the honours programme • 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. (E.g. Note, there are staff sessions on active learning now being provided by the Learning Teaching Centre and bookable through HR Core. We could explore whether this could be customised for Schools and delivered locally). <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 assessment².</p>	<p>End October - update report to CMG</p> <p>Agree on approach at CMG in October.</p> <p>By Dec 2016, have a strategy in place that links with the Learning Teaching Centre and other sources of expertise.</p>

¹ Some elements of this document are subject to approval from EdPSC as they relate to the CoSS NSS Action Plan. This document may change in light of EdPSC discussions in due course.

² There may also be a need to have an induction programme for all staff who are new to the College.

	(For example, This could include greater uptake of RET ³ alongside bespoke input for Schools and generic sessions. CMG to decide on how to ensure participation from all staff involved in teaching ⁴).	
Assessment & Feedback	<p>1. Timeliness of Feedback: To ensure effective 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>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 <p>3. To support student use of / response to feedback:</p>	<p>Heads of School at CMG: Dec, Feb, April and June.</p> <p>HoSAs to work closely with UG team leads across SSPS and ASBS in particular so as to develop common/consistent approaches given our number of joint honours students</p> <p>Ongoing - early progress by week 6. Nov 2016. Heads of School to report to CMG Nov 2016 on the arrangements in place.</p> <p>Dean L&T to work with SRC reps and L&T Convenors to support.</p>

³<http://www.gla.ac.uk/services/learningteaching/recognisingexcellenceinteaching/>

⁴ Many institutions in England in preparation for the TEF, have taken actions to require all staff to participate in professional recognition schemes and in some cases (e.g. Lancaster), promotion at **any** level for R&T staff requires professional accreditation in relation to teaching: http://www.lancaster.ac.uk/hr/total-reward/files/APC_16_17.pdf

	<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>Dean L&T, Ongoing, mainly Semester 2 to allow lead in time.</p> <p>Dean L&T to identify implications at College L&T Committee Oct 2016 and report to CMG in Nov 2016. Roll out Semester 2.</p> <p>Ongoing from November 2016.</p>
Course Organisation	<ol style="list-style-type: none"> 1. Course Information: The QAA report by Hosein & Rao (2015) points to a positive relationship between high quality NSS scores and the provision of information to students on class sizes, expected contact time with tutors, teaching approach (lecture/seminar etc). The College UG Administrator (Fiona Webster) will lead a project supported by student interns and working with Schools, that takes a students'-eye view on information provided about degrees in the College and makes recommendations concerning tone, quality, clarity, completeness, accuracy and format. 2. 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. 	<ol style="list-style-type: none"> 1. Fiona Webster to lead, supported by student interns and underway from mid-October. 2. Key date for this is March/April. Karen Lee to be invited to College MPA meeting to discuss ASAP. Director of College Professional Services to lead.
Student Voice	<ol style="list-style-type: none"> 1. Reflecting the new section of the NSS (and linking to 'Teaching on my Course'), identify at a very early stage, new ways of working with the SRC Reps on the College L&T Committee can help gain insight from students and 	<ol style="list-style-type: none"> 1. Dean L&T is meeting with College SRC w/b 10 Oct.

	<p>support our ‘you said, we did’ efforts⁵. This may include developments such as:</p> <ol style="list-style-type: none"> i. Students chairing the Student Experience discussion at the College L&T Committee; ii. Restructuring committee discussions with more active participation / discussion around themes; iii. Student-led campaign relating to the quality of the experience in CoSS and featuring successes, stories, mobility experiences etc. <p>2. As a College UG L&T Committee, and working closely with students, develop an approach to student partnership that is sustainable and meaningful at the programme, school and College level.</p>	<p>2. Dean L&T, School Convenors and SRC Reps. – Ongoing through 2016-17 for implementation 2017-18</p>
<p>Learning from, listening to and supporting Programme Leads</p>	<p>1. <u>Recognising the key role of the Programme Leads within Schools</u>, the Dean will develop sessions to gain feedback from across the College (possibly facilitated by the Learning Teaching Centre or HR) to identify:</p> <ol style="list-style-type: none"> a. How best to support programme leaders; b. Where links with wider Student Services might be strengthened; c. What cultural strengths and challenges we face in relation to the UG student experience; d. Evidence of parity of esteem and barriers to parity of esteem. e. What development needs Programme Leads have. f. Identifying what else needs to happen to positively recognise and improve the quality of teaching that is offered. <p>2. Work closely with the College Mobility Coordinator (Prof John Finlay) to integrate Mobility Coordinators with these discussions given the need to manage transitions into the final year of honours study.</p>	<p>1. Dean L&T to lead in partnership with the Heads of School and School L&T Convenors.</p>

⁵ Williams & Mindano, 2015 (QAA) stress the importance of involving students in decision making about their courses/programmes throughout their studies, and in closing the feedback loop through ‘you said we did’ or similar approaches such that subsequent cohorts see that the NSS and other forms of student evaluation are meaningful. *Any activities would need to blend with the University-level NSS task group work so as not to duplicate or confuse.*

<p>Partnership with Student Services</p>	<p>1. Through our CoSS Review of Advising, we have recognised that students have an array of support across Subjects/ Schools/ College/ Student and University Services but that there are few opportunities for those providers to share and, more importantly, integrate practice. We have also identified that many staff who deliver these services do not know one another. We will therefore:</p> <ul style="list-style-type: none"> a. host 3 sessions during the year to <ul style="list-style-type: none"> i. get to know one another and understand our respective roles in supporting students; ii. provide opportunities to learn from the feedback that the Student Enquiries Team gathers each year; iii. share and build on the outcomes of our CoSS Advising Review, and Personal Development Review in particular; and iv. identify service/support gaps, and how we might streamline our existing provision across the years⁶. 	<p>1. Dean L&T to lead in partnership with the Director of Professional Services (CoSS) and University Services leads. (Initial planning discussion arranged for w/b 10 Oct with Deputy Dir Student Services). These should be informal, social and creative in approach.</p>
---	--	---

⁶ We are not suggesting work that cuts across the University agility workstream but rather, seeking to identify ways of better integrating and signposting existing provision. The Dean L&T has already discussed this with the Deputy Director of Student Services and the Service Lead for the Student Enquiries Team following the Advising Review. One appointment is in the diary; others to follow.