College of Arts L&T Plan 2017

Strategic Priorities

1. Excellent student experience as measured by NSS

NSS 2017	Overall satisfaction	Timely feedback Q10	Transparency of feedback Q8	Well-organised courses Q15	Acknowledging student voice Q25
College of Arts	91.4%	63.8	72.4	73.9	51.5
Critical Studies	95.0%	71.2	63.8	83.4	51.5
CCA	87.8%	60.2	58	66.4	54.5
Humanities	91.8%	73.1	65.1	74.3	46.2
SMLC	87.5%	80	66.1	64	55.2

The College of Arts continues to perform well on student satisfaction, reflecting the College's robust teaching culture. The following JACS subjects/MA plans have exceeded the College average of 91.4% overall satisfaction. We are pleased to note that excellence is found in every School.
- School of Humanities: Archaeology (100%), Classics MA, History MA, Celtic Studies
- School of Critical Studies: English Lit MA (100%), TRS MA (100%), Scottish Language & Lit MA
- School of Culture and Creative Arts: History of Art (100%), Drama
- School of Modern Languages: French/Spanish MA, Italian, Other European Languages

However, satisfaction dipped in two Schools and for Arts overall. We believe a primary factor is student numbers. Arts FTEs have been increasing over the past 5 years with jumps of 5.5% in 2015-16 and 4.8% 2016-17 to a current UG FTE of 3977. The impact of larger cohorts can be seen in a decline in NSS Q15 (course is well-organised and running smoothly). Since 2015 this has fallen from 83% to 73% for the College.

With larger numbers, students experience reduced choice in optional courses, disruptive rooming and slower turnaround of marking. There is a risk of worsening NSS results in 2017 and 2018 as larger cohorts come through to Honours. At enrolment this year, first year students encountered waiting lists and delays as courses scrambled to add spaces. This indicates the extent to which we are operating at the edge of our physical capacity.
- Current Level 1 class sizes: Philosophy 600, History 515, English Lit 425, English Language 300, Archaeology 230, Classics 200, History of Art 200, Comp Lit 120

Assessment & Feedback: It is always challenging for the College of Arts to meet the university's 3 week target because of the time required to provide high-quality feedback on extended written work. Nevertheless, the College has placed significant emphasis on A&F in the past three years and this has produced some improvements in timeliness in some programmes. These hard-won improvements, however, have been counter-balanced by the larger negative impact of student numbers.

2. Enhancement of curriculum, teaching and recruitment

College L&T Action Plan 2017-18
This outlines College level activity pursued by the Dean, deputy Dean and L&T officers (QA, Graduate Attributes, Placements, Mobility, E-learning and Retention). See School plans for activity led by School L&T Convenors.

Priority	Action	Timing/Completion
International student recruitment	• Working with International Dean and marketing teams, propose GIC and Advanced Entry routes for Arts	• Outline paper to Oct CMG • Advanced Entry tariff to CMG & SocSci dean by Nov • Agree GIC course & develop programmes for approval in 2018-19
College support for L&T enhancement	• L&T Moodle with sections curated by College officers, including integrated UG/PGT guidance on Course Design & Approval • Blended learning workshop for UG/PGT convenors • L&T workshop for ECDPs via Artslab • Nominate 3-4 convenors to attend university pilot L&T leadership training • Disseminate Accessible & Inclusive Learning Policy, SRC Moodle Minimum and GTA tips booklet	• Moodle launch by end November • Blended workshop 30/11/17 • ECDP workshop 20/11/17 • Nominations by end Nov • Provided to October CLTC
Timely and transparent feedback	• Create senior teaching administrator forum (STAF) to share best practice on assessment calendars and online marking.	• Meeting 9/11, 21/11 and regularly thereafter
Well-organised courses	• Use STAF to share best practice. • Develop software application with IT to reduce workload and improve student satisfaction on Honours course choices • Review admissions/enrolment procedures to ensure better capacity planning/smoother progression & enrolments; pursue block enrolment of first years with College head of academic admin. • With QA officer, review exam board procedures and recording of marks.	• Meeting 9/11, 21/11 and regularly thereafter • Meeting with IT and Arts/Soc Sci subjects 13/11/17; software to be ready by June for 2018-19 choices • Post-mortem held 1/11/17; block enrolment meeting in Dec • Semester 2
Acknowledging student voice	• STAF to review procedures for creating and sharing Summary and Response reports on course evaluations.	• At 21/11 meeting for Dec/March evaluations
E-Learning officer	• Ongoing support for enhanced use of Moodle and online/blended course	• Blended learning workshop 30/11

	• development • Agree admin procedures for Moodle archiving	
QA officer	• Provide proactive support on Course Design/Approval and QA via L&T Moodle. • Identify College actions to addres issues raised in CAMS. • Coordinate updating of programme specs to include Honours entry tariffs	• CAMS, L&T moodle by 11.17
Graduate Attributes officer	• Develop MEGA Moodle for students and provide advice for staff on Arts L&T Moodle • Administer June Cockburn prize for student personal development/employability • Develop alumni-student Careers events	• Moodles by 11/17 • Careers event proposal by end 11/17 • Cockburn applications due in Dec.
Placements officer	• Roll out Applied Placement course specification • Provide placements guidance on L&T Moodle • Administer GE Campbell prize	• Moodle by 11/17 • Campbell prize entries due 30/4/18
Mobility officer	• Develop JYA advisor handbook on L&T Moodle and training for new advisors • Update Arts procedures for marks conversion	• Moodle, Handbook by Dec • Change of officer in January
Retention officer	• Analyse retention data/issues & create action plan • Maintain VPAL activity • Contribute to Transitions Working Group	• Officer to be appointed by Dec

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