

**Faculty of Humanities****Notes of the Teaching & Learning Administrators' Network (TLAN) meeting 03/07/14**

**Present:** Morag Guilfoyle, Louise Stewart & Elizabeth Nolan (School of Arts, Languages & Cultures - SALC); Gail Divall (School of Environment, Education & Development – SEED); Abigail Robinson (School of Law); Amanda Brereton & Bernadette O'Connor (School of Social Sciences - SOSS), Emily Marner (Manchester Business School – MBS); Gemma Grimshaw (Student System Office – SSO) and Lisa McAleese (Faculty, Chair).

**In attendance:** Linda Irish (eLearning) for items 1-6.

Emily Marner was welcomed to her first meeting; she is replacing Sharon Wilding as the MBS World Wide representative on this Network. Members introduced themselves.

**1. Apologies**

**Received:** Apologies were received from Fiona Fraser (SALC); Janice Dodds and James Walker (SEED); Melanie Crank, Madeleine Ryan & Sharon Wilding (MBS).

**2. Previous Notes (3 April 2014)**

**Confirmed:** The notes from the meeting on 3 April 2014 were confirmed as an accurate record.

**3. Matters Arising****3.2 Ref 06/02/14/9.1 Mitigating Circumstances**

**Reported:** Lisa McAleese has yet to meet with Sarah Littlejohn to discuss the support and letters the Counselling Service provides in order to develop a shared understanding and to discuss any useful tweaks.

**Action:** Lisa McAleese to report back to TLAN following the meeting.

**Ref 4 New Regulations - Students Failing Carried Credits**

**Action:** Lisa McAleese to confirm with Emma Hilton-Wood that the practice of allowing students who have failed a carried unit to complete their year of study in order to be eligible for an exit award is acceptable.

**Ref 8.1 Mark Review**

**Reported:** A paper on Mark Review was considered at the 12 June 2014 meeting of the Faculty's Teaching & Learning Committee (TLC). There was some lively debate but no agreement reached. A working group will be set up after Welcome Week to report back (if possible) to the 8 October 2014 TLC.

**Ref 8.2 Course Unit Information Publishing (CUIP) Unit**

**Reported:** There has not yet been an update on the timeframe for publishing information via the corporate marketing pages. Bug fixing and testing is ongoing. Staff can use the new Export Course Unit Information functionality, which allows administrators to manually extract CUIP data for creation of handbooks and guides. Further information will be issued in the next Student System Office Bulletin (to be issued 3 or 4 July '14).

*Secretary's Note: The SSO Bulletin 133 - 4 July 2014 contains information relating to the CUIP Guide which is to support the use of the Course Unit Information Publishing facility in Campus Solutions and information about the delays with the CUIP data within the University Marketing webpages; this functionality will now be implemented over the summer, prior to the release of the A Level results.*

**Noted:** The delay in publishing this information could impact on incoming Erasmus students (they are normally sent information in July) as well as incoming first years and incoming PGT students.

Both the Schools of SALC and SEED haven't updated the Faculty's Course Unit Database, which could have been used as a back-up.

**Reported:** Gail Divall has lost access to the Faculty's Course Unit Database. She has been informed by IT Services that they do not have the knowledge to reinstall it, as it was a bespoke system. It would appear however that it is possible as Louise Stewart had the Database reinstalled on her machine c. 7 months ago.

**Action:** **Gail Divall** to speak to Guy Percival about getting the Database reinstalled.

**Reported:** The Crucial Guide Live registration pages are not yet published to the corporate webpages. The registration wizard is fine.

#### **Ref 8.4 Student Publication Website**

**Reported:** Lisa McAleese was actioned to look at the social media guidance for students and see whether or not information about posting essays containing personal information to external sites is covered / can be covered. A search did not reveal any such guidance; although it was understood to have been in development. The central Teaching & Learning Support Office looking into where the University is up to with it.

**Action:** **Lisa McAleese** to update TLAN members.

#### **4. Data Integrity in Campus Solutions**

**Reported:** Historically some staff who are not Primary Instructors (PI) have been assigned this role in Campus Solutions (CS) against large numbers of courses. This has an impact on Unit Evaluation Questionnaire (UEQ) data, tracking, monitoring and the types of communications received. A message was issued in the June 2013 SSO Bulletin about this issue and administrative colleagues were asked to only assign this role in CS to those staff with a genuine PI role, and to use the other roles available for support staff and other teaching staff.

It was discussed whether or not giving only the course units' PI this role in CS had been embedded within Schools. SALC reported that for some of their units there is not one PI, as they are team taught and all the staff have / need full access to Blackboard. It was noted that the PI role is the default value. The Blackboard Secondary Instructor role has the same access rights but doesn't affect the UEQ data or support data.

The CS/Blackboard Integration Operation Support Training Guide stipulates how the roles should be used:

[http://www.campus.manchester.ac.uk/planningsupportoffice/SSO/ops\\_support/guidance/](http://www.campus.manchester.ac.uk/planningsupportoffice/SSO/ops_support/guidance/)

[CS%20Bb9%20Integration%20Operational%20Support%20Training%20Guide%20v5%20doc.pdf](#)

**Action:** **SALC** to discuss whether or not a nominal PI can be assigned to course units which are team taught with the other staff members added as secondary instructors.

**Linda Irish** to circulate to members of TLAN the report on the roles currently assigned to staff in Blackboard.

## 5. **UG Degree Regulations - Part Year / Full Year in Attendance**

**Reported:** SALC have permitted those undergraduate students, who have failed 40 credits, to repeat part of the year in attendance. This is because under the 2012 regulations the option for Resit Without Attendance (RWA) has been removed.

Those students who have been permitted to repeat part of the year in attendance haven't turned up or registered for the current academic year. This action hasn't therefore aided with retention. It has not been clear whether to exclude these students or give them an exit award. The School has contacted the Head of Academic Policy who advised that the School discuss the matter with the Student Services Centre; however the School haven't received a response.

The School is concerned that repeating part of the year in attendance disproportionately affects the students financially, and that we are treating students differently depending on their nationality, as overseas students aren't permitted to study part-time.

The SoSS representative thought that the regulations stated that students who would have previously been given RWA status should now (if agreed by the examination board) repeat the year in attendance i.e. the full 120 credits, not just those credits failed.

**Action:** **Lisa McAleese** to discuss the above issue with the Head of Academic Policy.

SALC will then consider not allowing students to repeat part of the year in attendance and, where appropriate, only allowing students to repeat the full year in attendance.

## 6. **External Examiner Access to Blackboard**

**Reported:** SEED have recently experienced the following problems with External Examiner access to Blackboard:

- SPOT IDs being incorrect;
- date of birth being inputted incorrectly into the system;
- extensions to appointments being processed but HR had closed the account so the SPOT ID and IT sign-up no longer works;
- existing externals not being provided with TLSO information at beginning of year re SPOT ID and IT sign-up;
- externals whose profile appears to already have IT account set up but the password recovery doesn't work.

It is suspected that some of the External Examiners affected may be quite negative about this in their annual reports.

SALC have also experienced problems with the ID access, however these have been limited.

Janet Davies-Wild (Data Administrator Coordinator in IT Services) is able to check all the systems and see where the faults originate.

- Action:** **SEED** to contact Janet Davies-Wild to investigate from a system point of view where the issues originate.  
**SEED** to contact the TLSO re ensuring the correct information is sent out at the beginning of the year.  
**SEED** to inform the Faculty Teaching and Learning Office if the reported issues reoccur or are not resolved.

## 7. Samples of work sent to External Examiners

- Discussed:** The practice of whether, when there is more than one piece of assessment for a course unit, it is the overall unit mark or the marks for the individual constituent parts (especially those classed as fails), which determines the samples sent to the External Examiner was discussed.

SALC and SoSS use the overall unit mark to determine that which is sent. SEED would sometimes also send a failed component to an External Examiner, but generally it is the unit mark which would determine what is sent.

SALC would appreciate guidance on what moderation is i.e. how it should be carried out, what examiners should be looking for and what they are required to do. There is currently differing understanding within the School of moderation.

Also discussed was the use of the number 9 when marking e.g. 29, 39, 49 etc. SEED don't use marks ending in 9, for the individual components.

- Noted:** The weighted average of a course unit could result in an overall mark ending in 9, even if the component marks do not end in a 9.

Schools would welcome consideration and guidance re the use of marks ending in the number 9.

- Reported:** There is a University working group which will be looking at moderation.

- Action:** **Lisa McAleese** to contact Geoff Carter, Secretary to the working group, to determine whether guidance on what moderation is and how it should be carried out will be developed and to discuss the use of marks ending in the number 9.

*Secretary's Note: The University's Marking and Assessment Group has been split into three separate sub-groups one of which is 'Decision Making' (chaired by Dr Caroline Bowsher - FLS) which will be looking at moderation, standard setting, resits and alternative assessment. The June action plan for this group states 'Make recommendations to clarify the Policy on Marking relating to first marking, second marking and moderation, and ensure that the role of the External Examiner in this respect is clear' and 'Make recommendations on the sample of work to be considered by the External Examiner'.*

## 8. Use of Course vs Programme Nomenclature

- Reported:** SoSS are in the process of having their website redone. During this process it has been mentioned by the web team that 'course' should be used for all undergraduate and postgraduate taught degrees.

The University's House Style Guide states:

*'Use 'course' for all undergraduate and postgraduate taught degrees. Use 'programme' for postgraduate research programmes.*

*If you're talking about a group of postgraduate qualifications that includes both research and taught degrees, use 'programmes'.*

*The parts that make up our courses should always be referred to as 'course units' – never as modules.'*

SoSS had spoken to the author of the University's Guide and it was confirmed that the above nomenclature is only intended for use on external sites / literature.

**Discussed:** For internal sites / literature Schools are using 'programme' regardless of the level of the degree and 'course unit'. One colleague understood that the different nomenclature used for external sites / literature was to align this with the nomenclature understood by students at FE colleges who would be applying to the University.

## 9. Timetabling

**Reported:** Amanda Brereton and Lisa McAleese are representing the Faculty on the University's Timetabling Management Group (TMG).

Following the first meeting of the group members have been actioned to discuss with Professional Support Service (PSS) colleagues whether or not there should be a University-wide date set for teaching allocations to be given to PSS staff, from the academic staff.

**Discussed:** All Schools currently set a date for receipt of the teaching allocations. SEED had previously tried this, but it hadn't worked. It is understood that sometimes due to staff sabbaticals / staff changes that these dates can't be adhered to. There is also sometimes a delay where it is unknown how many GTAs will be appointed. Schools are normally working backwards from the end of May each year to get all the jobs associated with this activity done.

**Action:** **Lisa McAleese** to discuss the issue with the appointment of GTAs with Emma Rose (Head of Teaching & Learning Support Services).

It is more about 'educating' academic staff as to the reasons why the teaching allocation is required by a certain date and the implications / impact of delays in receiving the information.

*Secretary's Note: The MBS undergraduate representative has fed back by email to say that there was no strong feeling one way or the other; however they would expect that there would be a caveat for a small percentage of units each year where it is only at the 11<sup>th</sup> hour that the PSS find out who is teaching a unit due to staff changes. Most of MBS' undergraduate allocations will be done by April / May (some earlier). However each year there are always some allocations that go right up to Welcome Week and sometimes beyond.*

School	In favour / not in favour of a University-wide date
SALC	Strongly in favour
SEED	Rep not sure of School's position
Law	Not in favour
SoSS	Not in favour
MBS	No strong feeling one way or the other

- Action:** **TLAN members** to forward any additional comments on the Timetabling Policy to Lisa McAleese / Amanda Brereton.  
**Lisa McAleese / Amanda Brereton** to report back to TMG the School's views on a University-wide date for the return of teaching allocations to PSS.
- Reported:** A discussion topic at a future meeting of the TMG will be a reviewing the University's Policy on Timetabling Teaching Activities; we've been asked to find out your views, particularly in relation to the following:
- is it still fit for purpose?
  - are there any omissions?
  - what are your views on the prioritisation given to room bookings for open days and Welcome Week?
- Discussed:** It is considered that the Policy sets out an ambition but not how it can be achieved; it is a blue sky ideal.

**Point 9** of the Policy states that *'The timetable is "educationally led", constructed on the basis of accurate and up-to-date data, in the knowledge of students' unit choices where possible (for continuing students) and based on predictions of unit choices (for new students)'*. In reality the data is actually a guestimate as course unit selection for returning students starts later than room allocation. It would be preferable for allocations to be made on actual numbers; it is appreciated that this would be for returning students, however this it is not as problematic for first years as there is much less optionality and as such numbers can be more accurately guessed. Where a guestimate of a room capacity of 50 is required and then the actual number of students exceeds the room capacity the room allocation is lost; it is acknowledged that no system is sophisticated enough to deal with this.

*Secretary's note: The MBS undergraduate representative reported by email that whilst it is considered that the Policy is still fit for purpose, point 9 is aspirational rather than operational and should be reworded to reflect something which is achievable. The suggestion of offering an 'educationally led' timetable that doesn't bear any consideration to academic consultation is extremely dangerous for PSS staff in Schools to introduce; it could erode relationships between the PSS and academic staff. PSS staff need to work in partnership with academic staff (and students) and not offer a service without any academic input into the scheduling of their classes. The last sentence of point 9 could be reworded to state "The timetable is developed on an annual basis and rooms for teaching activities are not normally rolled forward from one year to the next".*

Returning students have to make their course unit choices by 10 August 2014, in order to be guaranteed a personalised timetable. Admissions will be bringing over the records for new postgraduate taught students and new undergraduate students on 26 August 2014 and 28 August 2014 respectively. Once students are enrolled Campus Solutions integrates nightly with Syllabus+.

SEED PT PGT students don't make their course unit selections over the summer; they do this when they register.

**Point 14** of the Policy states *'The software will be integrated with Campus Solutions for the collection of teaching data'*; the SALC Timetabling Officer understood that this was a temporary fix for a few years and would welcome clarification.

Some Schools in Humanities are 'Campus Solutions managed' Schools (as we want / need students to be able to choose their own tutorials). It was queried whether or not we have to be 'unmanaged'.

**Noted:** On a recent visit to SALC Time Westlake stated that he wanted all Schools to use Campus Solutions as the tool for student records and related activities.

**Point 16** of the Policy states that *'The standard day for booking rooms will be taken to be 9am to 6pm (5pm being the last scheduled timetable slot..'* The full timetable space i.e. Monday to Friday 9-5, is not currently fully utilised as academic staff have particular preferences / needs about when their teaching should be scheduled. It is felt that PSS staff are not given enough support in how to deal with the varying needs of academic staff.

**Point 20** of the Policy lists the allocation of rooms with activities in order of priority:

- Teaching activities. Priority is given to first year teaching and to cases where a student or member of staff has a disability requiring particular arrangements or a reasonable adjustment
- Location of sequential lectures
- Examinations
- Welcome Week & student registration
- One-off bookings for meetings etc.
- University open days
- CPD activity
- External bookings including conferences can only be accommodated if there is availability after all the teaching activities, open days and other University activities have been booked

**Discussed:** Rooms for Welcome Week activities should be given a higher priority. Teaching which is done during Welcome Week should be allocated first and then rooms for Welcome Week activities should be allocated. In order for Schools to advertise their Welcome Week timetables to incoming students in plenty of time prior to their arrival the timetables do not, at that stage, include room details.

It would be helpful for allocations for core courses to be given priority above other teaching activity. This would be especially beneficial for the delivery of cross-School programmes.

The allocation of rooms for the University Language Centre is not included in the list. Rooms for the Pre-sessional English Language courses should be listed within the priorities; these courses are run for students from across the University and each year booking the rooms needed causes the staff issues.

With the implementation and use of different systems programme administrators need / have to become more technically savvy to work out / diagnose why a particular activity is not working on a particular system. More training and support is required. It was reported that John Hornsby has been a massive help with these types of issues.

**Reported:** At the first meeting of the TMG it was noted that integration was still an issue with some activities 'disappearing' on S+ and therefore members of staff having to check and re-check work up until the deadline. Sian Nash reported that there have been integration improvement around this issue and John Hornsby (Timetabling Business Analyst) will finalise the process guide around deletion groups and distribute it to Schools.

John Hornsby is also checking whether or not the system could be opened earlier so that it does not clash with exams.

**10. Meeting dates of the Network for the 2014/15 academic session**

**Agreed:** The schedule of meeting dates should be replicated for the 2014/15 academic session. The Network will meet on the following dates:

2 October 2014  
 20 November 2014  
 5 February 2015  
 26 March 2015  
 2 July 2015

**Action:** TLAN members to note the dates in their diaries.

**11. A.O.B****11.1 Term Activation / Registration**

**Reported:** Continuing undergraduate students will be term activated Monday 7 July 2014; Wayne Eden will be undertaking this activity.

The Student Services Centre will be holding a number of September 14 Registration Roadshows.

Arrangements for registration will be issued shortly on the website.

Information is available about push level term activation (academic standing of MACT, ACTR & PCFL) and non-push term level activation (academic standing of ACTV).

An Academic Standing Discover report (SDM\_STU\_REG\_COMP\_INCOMP), to keep track of student registrations) is available.

**Action:** It would be beneficial to run the Academic Standing Discoverer report prior to term activation on Monday 7 July 2014 to ensure that students have the correct academic standing code so that manual intervention does not need to be undertaken for those students assigned with the wrong code.

Details of all of the above are available via the SSO's Registration pages:  
<http://www.campus.manchester.ac.uk/planningsupportoffice/SSO/Reg/index.html>

**12 Date of Next Meeting**

2 October 2014, 10am – 12 noon, venue tbc.



**Summary Action List**

Agenda Item	Action	By Whom
3 - 3.2 Ref 06/02/14/9.1	Report back to TLAN the discussion with Sarah Littlejohn.	Lisa McAleese
3 - 4	Confirm with Emma Hilton-Wood that the practice of allowing students who have failed a carried unit to complete their year of study in order to be eligible for an exit award is acceptable.	Lisa McAleese
3 – 8.2	Speak to Guy Percival about getting the Database reinstalled.	Gail Divall
3 – 8.4	Update TLAN members on the Use of Social Media Guidance.	Lisa McAleese
4	Discuss whether or not a nominal PI can be assigned to course units which are team taught with the other staff members be added as secondary instructors.	SALC
4	Circulate to members of TLAN the report on roles currently assigned to staff in Blackboard to members.	Linda Irish
5	Discuss with Emma Hilton Wood use of part / full year in attendance.	Lisa McAleese
6	Contact Janet Davies-Wild to investigate from a system point of view where the issues originate. Contact the TLSO re ensuring the correct information is sent out at the beginning of the year. Inform the Faculty Teaching and Learning Office if the reported issues reoccur or are not resolved.	SEED
7	contact Geoff Carter to determine whether guidance on what moderation is and how it should be carried out will be developed and to discuss the use of marks ending in the number 9.	Lisa McAleese
9	Forward any additional comments on the Timetabling Policy to Lisa McAleese / Amanda Brereton.	All
9	Report back to the TMG the School's views on a University-wide date for the return of teaching allocations to PSS and feedback on the Policy on timetabling teaching allocations	Lisa McAleese / Amanda Brereton
10	Note the dates for the TLAN meetings for the next academic session in diaries. 2 October 2014 20 November 2014 5 February 2015 26 March 2015 2 July 2015	All
11.1	Consider running the Academic Standing Discoverer report prior to term activation of retuning students on Monday 7 July 2014.	All