**Faculty of Humanities**

**UNCONFIRMED Minutes of the Teaching & Learning Committee of 2nd April 2014,**

**1pm – 4pm, Ken Kitchen Room, John Owens Building**

Please note: Items marked with an asterisk\* are not expected to require discussion. Discussion of any such item may take place if the member gives notice to the Committee Secretary, Emma Sanders, 24 hours before the meeting.

**Present**

Alex Bush Faculty PGT Student Rep, UMSU

Rosie Dammers Education Officer, UMSU

Christopher Davies Associate Dean for Teaching, Learning & Students (Chair)

Elaine Ferneley pp. Sharon Clarke, MBS T&L Director

Matthew Jefferies Assistant Associate Dean for Teaching, Learning & Students

Lisa McAleese Senior Faculty Taught Programmes Administrator

Veronique Pin-Fat Director of Undergraduate Studies, SoSS (from 2.45pm)

Asif Parvi Faculty UG Student Rep, UMSU

Harriet Pugh Faculty UG Student Rep, UMSU

Fiona Smyth Director of Teaching and Learning, SEED

 Associate Dean for Teaching, Learning and Students (Elect)

Dave Williamson Director of Teaching and Learning, SoL

Judy Zolkiewski Assistant Associate Dean for Teaching, Learning & Students

**Ex-officio members:**

Iain Brassington

Cath Dyson Humanities eLearning Manager

Sarah Helsby Faculty Teaching and Learning Officer

Norma Hird Director of Undergraduate Studies, School of Law

Guy Percival Head of Faculty Information Systems

Emma Sanders Faculty Teaching and Learning Officer

Katy Woolfenden Head of Teaching, Learning & Students, University Library

**By invitation:**

Jannine Andrew

Richard Reece

1. **Apologies**

Members

Mark Elliot (SoSS PGT); Abi Gilmore (SALC PGT); Emma Rose (TLSS)

Ex Officio Members

Ilias Petrounias (MBS UG)

Invitees

None

1. **Minutes of the last meeting**

RECEIVED:

Minutes of 19.02.14 [HTLC/4/13]

**APPROVED**

The minutes of 19.02.14 were approved as a correct record.

1. **Actions and Matters arising**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Item*** | ***Action*** | ***Responsibility*** | ***Update*** |
| **4. Academic Staff Training and Development** | Encourage colleagues to attend Masterclasses, and suggest topics for workshops.  | HTLC members | Ongoing. |
| **6. Teaching and Learning Showcase** | Remind HTLC members to get back to Emma Rose with future showcase topics and suggestions.  | Emma Sanders | Complete: reminder issued with circulation of minutes of 19th Feb 2014, emailed by Emma Sanders on 27.02.14 (requested contact Ewan Hannah rather than Emma Rose). |
| **8. Student Matters**  | “Student Matters” to come formally on the Agenda after Chair’s Report | Emma Sanders | Complete. |
| **8.2 NSS** | Check University guidance on a) NSS promotion and b) shout-outs in lectures | Emma Sanders | Complete: see Secretary’s Note within the minutes. |
| **12. Faculty Policy on Online Submission, Plagiarism Detection, Marking and Online Feedback** | Amend paragraph 8.2 to state that “however, feedback must be provided electronically” so that it is clear that students should receive feedback (with a mark) at the same point where they submitted the work (refer to paragraph 9.1).  | Lisa McAleese | Complete. See Agenda Item 23. |
| HTLC requires more detailed and systematic feedback from Schools on what the academic issues are with Grademark and Tii.  | Cath Dyson | Ongoing. |
| **13. Promoting Languages: to agree ways in which language units can be promoted across the Faculty at UG and PGT level, with reference to new UG and PGT Regulations** | ULC would enhance Level 1 LEAP units to Level 3. Course Unit Specs to be forwarded to TLO for approval | James Garratt / Emma Sanders | **Ongoing:** ECS emailed James Garratt 17.03.14 to request Course Unit Specifications |
| **14. Consultation on implementation of the University’s proposed attendance monitoring Policy and** **Regulation XX on Attendance and Wellbeing of Students & Policy on Monitoring Attendance** | Email comments to Lisa McAleese by Friday 28th February for reporting up.  | HTLC members | Complete. See Agenda Item 25. |
| **15. Unit Survey deadlines** | Recommend to TLSO that the Unit Survey deadline must be after the end of teaching, on the Sunday night of the day before exam period starts (before results are released) for that Semester.  | Emma Sanders | Emailed Kim Comer 21.02.14. Will Carey has briefed Richard Reece. Should be resolved via TLG? |
| **19. Summary of External Examiner Comments (PGT) 11/12** | Bring back any issues for discussion at HTLC. | HTLC members | See Agenda Item 14. |
| **20. Summary of External Examiner Comments (UG) 12/13** | Bring back any issues for discussion at HTLC. | HTLC members | See Agenda Item 15. |
| **24. TLG Consultation – Review of Policy and Procedures Relating to Mitigating Circumstances** | Please return any comments to the HTLC Secretary or Lisa McAleese by email. | HTLC members | **Deadline:** 28th February 2014 (for TLG on Monday 4th March). (Extended to 14.03.14) |
| **25. TLG Report on Examinations 12/13** | Please return any comments to the HTLC Secretary by email. | HTLC members | **Deadline:** 28th February 2014 (for TLG on Monday 4th March). None received. |

1. **Placement and Internships FAQ document (Sarah Helsby)**

RECEIVED:

Placement and Internships FAQ document [HTLC/5/13/2].

Sarah Helsby spoke to the paper, which she had produced in consultation with Matthew Jefferies, Tammy Goldfeld and Jannine Andrew.

REPORTED:

* The paper had gone to the Employability Network and their comments had been incorporated.
* The paper noted that students who are undertaking low paid or unpaid summer internship opportunities may be eligible to apply to the University’s bursary programme. Typically supporting modest travel and accommodation costs, the University also offers bursaries for widening participation students.
* Some programmes did not lend themselves to a placement, but all students at UoM had access to support from the Careers Service and opportunities to gain work experience outside of their programme.

DISCUSSED:

* It was not a requirement for all placements to be “vetted” by the Careers Service, but Schools were advised to
1. keep Jannine informed of all placement opportunities so that she can avoid bombarding providers with multiple requests and target approaches for placements / internships strategically on behalf of the Faculty
2. use the support available to students to ensure that they make the best application possible

**APPROVED**

1. **Careers and Employability: Support for Placements**

Jannine Andrew delivered a presentation on her role as Employability Consultant for Placements.

* With a background in MBS, Jannine had taken up her new role in November 2013, and was focussed on Humanities and Computer Science. She reported to Anne Milligan, Head of Regional Development within the Careers Service, which was ultimately under Tim Westlake’s leadership as part of the DSE.
* Jannine’s key aim was to increase both the number of opportunities available to students, and the number of students who undertake them. Jannine’s role was focussed primarily on Placements, but also involved alternatives such as internships and shorter periods of work experience:
* Work with Schools to support establishment of placements, i.e. paid experience of 1 year’s duration, in a programme
* Ways of enhancing employability in the curriculum
* Internships and volunteering outside the curriculum
* Support students to represent themselves to their best advantage, workshops, CV guidance etc.
* Working to establish and maintain links with providers, from large multinationals like Google and charities like Save the Children, Sue Ryder etc.
* All students can access [Careerslink](http://www.careers.manchester.ac.uk/careerslink/)
* Jannine issues a fortnightly bulletin highlighting long- and short-term opportunities

DISCUSSED:

* Careers consultants and employability leads are consulted over what students want
* Careers Facebook groups allow Jannine to monitor discussions between students to see what they want
* She is open to feedback from students she receives in response to the bulletins
* The current focus is UG rather than PGT, driven by the need to improve DLHE performance
* Students must be paid if they are undertaking a year-long placement. Anything longer than 4 weeks should be paid. Work shadowing might be unpaid.
1. **Chair’s report**

RECEIVED:

Chair’s Briefing Note [HTLC/5/13/6.2]

REPORTED:

* Chris would be contactable until 30th June.
* 1st July – Fiona would take over as AD TL&S, but would be taking annual leave.
* One of the two AADs would be available in the absence of either Chris or Fiona
1. **“MyStudents” (Richard Reece)**

Richard Reece delivered a presentation about the launch of “MyStudents” to support Academic Advising as part of Personalised Learning.

* Approximately eight months ago Professor Reece had consulted about Academic Advising and how effectively it was being implemented across the University.
* One of the recommendations (the report was currently being discussed at TLG) was to look into ways of Academic Advisors getting information on their advisees, as well as their course unit tutees, to enable them to provide quality advice.
* In consequence, Prof. Reece was sponsoring this project to build a space within the MyManchester to support quality academic interaction between staff and students.
* The project was IT-based, and was intended to start out as ‘bare bones’, with a view to fleshing it out later in response to user feedback.
* MyStudents would not generate any data itself, but would extract existing data and present it to staff in a more user friendly way. Campus Solutions was felt by many to be complex to use, and a lot of it was focussed on administrative matters, so was not fit for this purpose. (Nevertheless, in time PSS staff may wish to use MyStudents as an alternative to Campus Solutions).
* It was the intention that, in future, MyStudents could also be used for attendance recording/monitoring.
* A cross-faculty academic working group had been established to define the initial specification, and this would continue to serve as a test bed for future developments.
* Staff would be able to see their tutorial groups, with individual attendance records and marks (only those ratified by a Board of Examiners) across the whole programme. Staff would be able to drill down to a particular student record and photo, degree programme and email address.
* A “Meeting Form” was in development to record meetings advisors have with their students. Students and the appropriate staff member would be able to access it and complete it beforehand, so both parties could set objectives, update progress, alert the Advisor to questions or topics of discussion etc.
* It would initially be available as a pilot in:
* Computer Science
* Nursing, Midwifery and Social Work
* SEED
* The functionality would be extended after gathering user feedback.
* MyManchester for staff had just gone live, roll out to the 3 Schools above would take place w/c 7th April 2014 to cover the end of Semester 2, 13/14. The intention was to roll it out to more Schools over summer 2014, if the Semester 2 pilot went well.

NOTED:

* Law and SoSS would be interested to volunteer to take part in the next roll-out. (Law were involved in the working group).
* Guy Percival had been helping SOSS with workarounds behind the scenes in the meantime.

DISCUSSED:

* Students attached to a course unit would automatically be grouped. However, advisees would not be split into groups, to allow for flexibility of approach across different programmes and Subject Areas.
* At present, the Academic Advisor had to manually put such students into groups. Support staff could do this in future, if this was reported back through user feedback.
* Electronic feedback held in Tii should be included, along with the marks. This would be more useful than the raw marks.
* Humanities had just put in a bid to the HEA for pulling student feedback together into an electronic portfolio.
* If Exam Grades were only those ratified by BoE and the end of the year, how would this help Advisors to you support the students through the year? Students currently get unconfirmed / provisional marks with their feedback, so HTLC could not see why students and staff could not see these marks via MyStudents, as long as the usual caveats were given. Otherwise, Academics would access Campus Solutions for the provisional marks, which would undermine MyStudents.
* Extra curricular information, such as that included in the HEAR, would also be useful for Advisors in writing references etc.

**Action: Judy Zolkiewski** to meet with Richard Reece to discuss aligning the HEA project with MyStudents.

1. **Student Matters**
	1. **Student Representation on the Committee**
* Faculty Student Reps were not always able to fully represent issues that arose at discipline level. There was therefore a need to have a mechanism for School-based issues to be raised at Faculty TLC.
* UMSU would reflect on the representatives for next session and consider whether one Representative from each School might be more effective. This would necessitate the addition of an additional student member of TLC (currently 4). This issue would be considered once UMSU had clarified its position on representation
* It was noted that currently there was not an appropriate forum in the Faculty where students could raise issues (i.e. set the agenda of the meeting). The current Staff Student Liaison Committee is actually a forum for students to raise issues specifically for the key areas of IT, Estates, Library, Careers and E-Learning and not issues more broadly. The incoming AD would consider and recommend an appropriate forum to address student issues more broadly.
	1. **Economics students delegation – Post-crash Economics society**
* The Chair had discussed with the student representatives privately regarding a number of issues (as part of the regular AD/UMSU meetings). In that meeting it was clear that there was an issue that was concerning the student body which could not be raised at an appropriate Faculty level forum, for reasons outlined above;
* The Chair agreed therefore that the UMSU representatives could make TLC aware of the issue surrounding the Post-Crash Economics Society;
* The Director of Undergraduate Teaching and Learning in SoSS agreed to make TLC aware of the school position on the issue;
* However:

NOTED:

* It was neither appropriate nor within the Terms of Reference of HTLC for it to involve itself in decisions about the curriculum or content of a particular programme.
* However, this issue had been raised at various levels and had an international dimension – it was not targeted uniquely at UoM.
* Although HTLC could not and would not tell SoSS what to do in terms of curriculum content, it was felt to be appropriate for the committee to hear the argument and be aware of the issues.
* The Campaign Coordinator for Post-Crash Economics Society was asked to deliver a short presentation.

TABLED:

A paper outlining the Society’s background and requests.

REPORTED:

* The Post-Crash Economics Society (PCES) had a Committee of 16 members, plus wider support from the student body. They had one main petition, and a supplementary one requesting a particular unit. Their argument was that alternative perspectives should be included in the Economics curriculum – there should be a broadening of definitions, methodologies and assumptions, as well as an application of theory to real world phenomena. This would require a shift in pedagogy - there should be a move towards more critical thinking, discussion and debate, as opposed to the purely theoretical. Students want their degree outcomes to be more “real world” focussed, and applicable to society.
* They argued that research in Economics had narrowed in focus at Manchester recently – and claimed that work on comparative Economic thought and systems had diminished.
* PCES had set up in December 2012 and since then similar societies had been set up at other HEIs including Cambridge, LSE, Glasgow etc. They also had support from the Director for Financial Stability at the Bank of England, and the GES, who wanted more critical thinking amongst graduates.
* They also highlighted wide support from Economics professors around the country.

DISCUSSED:

* SoSS were proud of the Post-crash Economics society, which had been extremely influential in capturing and moving along a national debate. The President had visited SoSS on Monday and had been impressed by the group and the articulate way in which they had argued their case.
* Social science is the study of how people change society, and economics plays a huge role in this. The debate was a legitimate one about social science in general, and what counted as “proper” economics, and this was being conducted nationally and internationally.
* Economics and SoSS had responded to the students in a number of ways. However, putting on a particular module – “Bubbles, Panics and Crashes” – was not possible, but other compromises had been made, as follows:
* 'Economics Extra' invites guest speakers offering alternative perspectives - e.g. a lecture had been given on feminist economics yesterday
* On 25th March a meeting had been held with PCES, Head of Social Sciences Economics Head of Research and Economics Head of Teaching (Operations) to discuss the Society’s petition and concerns. Economics was unable to run the module for very specific reasons, but 5 new modules over two years will be introduced, including the introduction of a dissertation element, which would include some of the issues requested.
* Economics had appointed a new Professor to start in September, Diane Coyle, who is involved in the national debate about the Economics curriculum.
* The Society’s approach had – rightly - been focussed within the Department, and lots of meetings had been held between the Society and the Heads of Department. PCES argued that “Bubbles, Panics and Crashes” would explicitly teach alternative perspectives and that other modules that presented alternatives were not seen as “economics”, or were seen as “bad” economics. The Society had come to HTLC because they felt that staff in Economics were blocking alternative perspectives being introduced into the curriculum . The issue raised wider questions about who was in charge of syllabus design, and on what authority.
* HTLC were informed that there was expertise in Economics to teach some alternative theories and perspectives, and to provide supervision for student dissertations in a sustainable way. SoSS is interdisciplinary – a unit might be delivered under a Politics code by a lecturer based in Politics, but it would still be legitimate economics - e.g International Political Economy, Political Economy.
* The President had said that students had the opportunity to influence curriculum design during Periodic review, which only took place 5 or years. Students ccould discuss curricula with staff at any time through SSLC or Programme Committees.
* Curriculum change was likely to be more fluid in humanities than the sciences, for example, where there are fewer PSRBs (Professional, Statutory and Regulatory Bodies) influencing curricula. It was asserted that students do influence curriculum content, but it will vary from School to School and context to context.
* HTLC were assured that the Post -Crash Economics Society had made use of the relevant processes i.e. SSLCs, Programme Committees, meetings with academic managers and leaders and the President. There had been a lot of transparent communication, and Economics had made changes in response to the students’ requests, as outlined above.

*Secretary’s Note:*

*TLO will ask all T&L Directors to remind your Programme Directors that “a programme specification is required for all programmes and programme teams are required to check them annually and to keep them up to date.” “The expectation is that programme specifications are drafted by groups of staff including a number of colleagues involved in the delivery of the programme. The process should also involve student input.” See* [*http://www.tlso.manchester.ac.uk/quality-framework/programme-specs/*](http://www.tlso.manchester.ac.uk/quality-framework/programme-specs/)

**Action: TLO** to email T&L Directors, cc: T&L Managers

* 1. **Seminars and GTAs**
* Some students had reported that they preferred not to be taught in seminars led by GTAs. Students felt that GTAs were less experienced and found their seminars are less helpful than the lecturers’.
* This was raised on a regular basis in Law and SoSS, but Law had found no evidence to support the idea that student performance or Unit Survey scores were affected by being taught by a GTA.
* The UMSU Education Officer reported that GTAs feel overworked and underpaid. They were perhaps not being supported enough in every instance.
* A Faculty Working Group had been set up to look at current arrangements.

**Action: Emma Sanders** tosend Asif the URL of the current Faculty framework that set out how GTAs were supposed to be selected, appointed, supported, monitored etc.

* 1. **The marking boycott**
* Student Reps understood the message from the University was that, “No students will be affected”, but this undermined the purpose of the strike.
* Communication from management to students about the marking boycott had been minimal. Any communication should explain why the strike is happening.
* Schools had not yet been told how the process would work, so were unable to communicate much to students.

**Action: Chris Davies** to ascertain the relevant dates and timescales.

* 1. **Marking scheme**
* A University-level proposal to implement a new marking scheme was out for consultation in all Schools. There was no suggestion that it would be brought in for 14/15, despite what was reported in the Mancunion.
* The Faculty was currently considering various options and approaches and this was expected to be a lengthy process.
* Rosie and Harriet were members of the working group looking at the proposal, so would be able to feed in student comments through that forum.
* The VP TLS had instigated a review of assessment and feedback which would be informed in part by the Humanities work. This review was also still only at an early stage.
	1. **Mitigating Circumstances**
* Mitigating Circumstances was unclear to students.

**Action: Lisa McAleese** to look into Mitigation and automatic Compensation with Norma Hird, and report back to Chris.

1. **Library Report**

RECEIVED:

* An update on the impact of USA copyright restrictions was contained within the Briefing Note, section 5. Around 1000 articles had been affected, largely relating to the Humanities.
* SoSS reported that they had received excellent support from their librarian.
1. **Change to the Faculty’s Late Submission Policy (continued from the previous meeting)**

RECEIVED:

A paper outlining proposed changes to the Faculty’s Late Submission Policy [HTLC/4/14/10].

Lisa McAleese spoke to the paper.

DISCUSSED:

* Where a student had initially achieved a pass for a piece of work, but subsequently failed due to application of a lateness penalty, TLO proposed that there was no need to make the student redo the essay.
* SEED expressed concern that students sometimes submit late by a matter of minutes, and often through an honest mistake e.g. where the deadline was 12noon and they thought it was 1pm. Degree classifications would change as a result of this penalty, and there was concern that this was disproportionate. MBS and CSEP reported that DL students sometimes missed deadlines through getting time zones wrong.
* Students might be tempted to create a case for Mitigating Circumstances (and thereby generate a lot of work) to explain why they missed the deadline.
* Mitigating Circumstances was there precisely to allow Schools to make judgments as to what is proportionate.
* It should be possible to agree that students who submitted with an hour of the deadline could not gain an unfair advantage, and so should escape having a penalty applied. But then the argument would start over again.
* According to natural justice, a deadline was a deadline, whether it was missed by 1 minute or 1 hour.
* It was suggested that until there was a reliable system for accurately recording online submission times (the Tii timestamp) some leeway was required. However, the eLearning Manager did not believe there was anything in the Tii system that was contributing to this problem.

**NOT APPROVED.**

In the meantime the existing policy would stand, but Schools could follow SEED’s lead and implement a notional (un-published) one hour’s grace.

**Action: Lisa McAleese and Fiona Smyth.** Bring the issue of late penalties back for a subgroup discussion including students and eLearning technologists and MBSWW plus a rep from each School.

1. **Sub-Committees: eLearning Strategy Group and IS and Web Sub-Committee (carried over from last meeting)**

RECEIVED:

ToR for Faculty eLearning Strategy Group and Faculty IS and Web Sub-Committee.

Judy Zolkiewski spoke to the proposal.

* It was proposed to merge these two sub-groups.

**APPROVED**

**Action: Judy Zolkiewski** to merge ToR into a single sub-committee, and agree who should be on the new committee, looking at roles, responsibilities and representation.

1. **Faculty Guidelines for independent study / directed reading**

RECEIVED:

Current Faculty Guidelines on Independent Study and Directed Reading [HTLC/5/13/12].

Lisa McAleese spoke to the item.

* These Guidelines had been introduced in 2005 in a different climate. They permitted up to 50% of the taught element of a PGT programme to be delivered by Directed Reading/Independent Study. It was queried whether this policywas consistent with the idea that a PGT programme was only viable with a minimum number of students on it, and an individual unit was viable with 10 students minimum?
* It was important that students got timetabled support, even under DR/IS.
* The TLO view was that there DR should not form a standard, formal element of a Programme Proposal, but should only be used on an ad hoc basis where individual circumstances made it appropriate.

AGREED:

HTLC (or a sub-group thereof) to revisit this in the context of PGT Contact Hours. **Action: Lisa McAleese**

1. **Faculty Guidance on the approval of programme amendments**

RECEIVED:

The above Guidance [HTLC/5/13/13].

REPORTED:

The Guidance had been amended following discussion at HUGSC on 13th November 2013 and HPGT Committee on 10th December 2013

**APPROVED**

1. **Summary of External Examiner Comments (PGT) 11/12**

RECEIVED:

Summary of External Examiner Comments (PGT) 11/12[HTLC/4/13/17].

REPORTED:

* An Assessment and Marking Sub-Group was looking again at External Examiner roles and processes.

**Action: Norma Hird** to liaise with Chris Davies over concerns about External Examiner behaviour in Law.

**Action: Emma Sanders.** Issues about word limits! Put back on Agenda.

**Action: Emma Sanders.** TLSO Summaries need to be disseminated to Schools – check when and how these are disseminated to Schools. (TLO have anonymised these reports for HTLC purposes).

1. **Summary of External Examiner Comments (UG) 12/13**

RECEIVED:

Summary of External Examiner Comments (UG) 12/13[HTLC/4/13/18].

1. **Lecture capture opt-out rates by School (Semesters 1 & 2, 2013/14)**

RECEIVED:

Data on opt-out rates, by School, based on the % of lecture events opted out [HTLC/5/13/16a].

REPORTED:

* Stuart Philipson and Richard Reece were undertaking a small scale pilot study on links between lecture capture and attendance in Computer Science.

DISCUSSED:

* Law suspected that it had had a significant impact on attendance at all Levels of UG study. Law was advised to delay when podcasts were released. It was not currently possible to release podcasts week by week – once students had the lecture capture URL, they were able to access podcasts as soon as they were created. Therefore, release would have to be delayed until week 10.
* There should be an investigation into the effects of lecture capture on performance, in addition to any effects on attendance. As long as students were achieving the same standards, should it be up to them when and how they access material? There were other factors at play, e.g. modes of assessment. Students were recording lectures and uploading them to Facebook and other platforms.

*Secretary’s Note:*

*According to the University’s* [*Policy on The Recording of Lectures and Other Teaching and Learning Activities*](http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/learning/recordinglecturespolicy/)*,*

*“Students will be permitted, should they wish, to make audio (but not video) recordings of lecture and other group-based teaching and learning activities that may, or may not, be recorded by other means. Students wishing to make such recordings should seek the permission of teaching staff prior to doing so. Recordings made by students will be subjected to the same constraints on distribution (see paragraph 3.4) as are imposed on those recordings made by, or on behalf of, the University.”*

* There was a need to remind all students about the University’s Policy on Recording Lectures, and the limits to what they can and cannot do.
1. **\* Faculty Policy for online submission, plagiarism detection, marking and online feedback**

RECEIVED:

A copy of the final Faculty Policy [HTLC/5/13/17] for information.

1. **\* Response to Regulation XX – Attendance and Wellbeing of students**

RECEIVED:

A copy of the Faculty’s responses to proposed revisions to Regulation XX [HTLC/5/13/18] for information.

1. **\* List of documents circulated since the last meeting**

RECEIVED:

A list of documents circulated since the last meeting [HTLC/5/13/26] for information.

1. **\*Minutes of sub-committee and working group meetings**

RECEIVED:

20.1 INTO Teaching and Learning Panel minutes of 19.02.14

20.2 Employability Network notes from 26.02.14

20.3 Peer Review Working Group notes from 27.02.14

20.4 eLSG meeting minutes of 05.03.14

20.5 IS and Web minutes of 12.03.14

* A summary of business from the Faculty Marketing Network on 17.03.14 is contained within the Briefing Note.
* HUGSC minutes of 12.02.14 are available from Humnet here:<http://www.humanities.manchester.ac.uk/humnet/committees/undergraduate/minutes/>
1. **A.O.B.**
	1. **Changes to Outstanding Academic Achievement Awards**
	2. **Changes to Outstanding Academic Achievement Awards**

REPORTED:

The University had agreed to increase the number of awards made to students who achieve >75% GPA to 37 (previously 30) of which the Faculty of Humanities will receive 19 (previously 13).

AGREED:

Faculty would make awards to top 10 GPAs in Faculty (regardless of which School they are from), and the remaining 9 awards would be distributed amongst the Schools as follows:

2 awards              MBS

2 awards              SoSS

2 awards              SEED

2 awards              SALC

1 award                School of Law

* 1. **Timing of Teaching Excellence Award Nominations**

REPORTED:

* Teacher of the Year is one of the University’s Distinguished Achievement Award categories (along with the UG Student, Researcher, and “General” categories.  A PGT Student category will be awarded from 13/14).
* [Teaching Excellence Awards](http://www.tlso.manchester.ac.uk/teaching-and-learning/excellence/) are made by the University for academic and academic-related support staff who have demonstrated a sustained and significant to teaching excellence over a number of years.  PRIZE: £5,000 per award winner
* Issues with timing and confusion over the Teaching Excellence Award and the Teacher of the Year have been fed up to centre via Patricia Clift-Martin, who will liaise with Professor Kersti Börjars about the timing of the nomination processes.
	1. **DSO reports on students’ learning needs**

DISCUSSED:

* The DSO were using a new piece of software to that generated reports for each student’s learning needs as a separate pdf. These were all sent to School PSS staff, who then had to separate out literally 100s of files and disseminate them to the relevant Course Unit convenor in a secure way. There was concern that School PSS staff could not distribute these both efficiently and securely due to the volume of work involved.
* SALC put all pdfs in a shared drive to which the relevant staff were allowed access. This was therefore not entirely on a “need to know” basis, but was better than emailing. However, in SoSS there could be 600 students and 12 TAs on a single unit.
* Pdfs could not be uploaded to Campus Solutions.

AGREED

* DSO notices of student learning needs should be uploaded to the MyStudents portal. **Action: Judy Zolkiewski** to feed back to Richard Reece. **Action: Lisa McAleese** to liaise with Amanda Brereton in SoSS over a response to the DSO.

**21.4 Teaching and Learning Lunch: the “Ethical Grand Challenges” Signature Programme**

REPORTED:

* A reminder of the aboveTeaching and Learning Lunch on Wednesday 9th April, 1-2pm, Hanson Room, Bridgford Street Building. Topic: Social Responsibility and the “Ethical Grand Challenges” programme, with Julian Skyrme, Prof. James Thompson and Jane Ratchford.
1. **Date of next meeting**

**Please note:**

*Secretary’s Note:*

*The next meeting has been moved to Thursday 12th June 2014, 2-5pm, Ken Kitchen Room, John Owens Building.*

ECS

11.04.14