**Faculty of Humanities**

**CONFIRMED Minutes of the Teaching & Learning Committee of 11th December 2013**

**2pm – 5pm, University Place 3.204**

**Present:**

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

Cathy Cassell Teaching and Learning Director, MBS

Rosie Dammers Education Officer, Student Union

Cath Dyson Humanities eLearning Manager

Abi Gilmore Director of PGT, SALC

Lisa McAleese Senior Faculty Taught Programmes Administrator

Veronique Pin-Fat Director of Undergraduate Studies, SoSS

Emma Rose Head of Faculty Teaching and Learning Support Services

Fiona Smyth Director of Teaching and Learning, SEED

Judy Zolkiewski Assistant Associate Dean for Teaching, Learning & Students

**Ex-officio members:**

Ilias Petrounias Director of Undergraduate Studies, MBS

Norma Hird Director of Undergraduate Studies, School of Law

Iain Brassington PGT Coordinator, SoL

Hilary Garraway PGT Manager, MBS (pp. Stuart Roper)

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

Emma Sanders Faculty Teaching and Learning Officer (HTLC Secretary)

**In attendance:**

Miriam Graham Teaching and Learning Adviser (Policies and Procedures)

**By invitation:**

Justin Kennedy Teaching and Learning Adviser (Peer Support)

Emma Dixon Humanities Sabbatical Officer

Becky Allen Humanities Sabbatical Officer

1. **Apologies**

Matthew Jefferies (AAD for Teaching, Learning & Students), Dave Williamson (SoL),

Stuart Roper (MBS)

1. **Minutes of the last meeting of 6th November 2013**

**Agreed:** The minutes were approved as a correct record.

1. **Actions from the last meeting and matters arising**

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| --- | --- | --- | --- |
| ***Item*** | ***Action*** | ***Responsibility*** | ***Update*** |
| 1. Apologies and Welcomes | Forward Emma Sanders the name of the Faculty PGT Representative. | Rosie Dammers | Completed: Faculty PGT Rep is Alexandra Bush. |
| 1. Minutes of the Last Meeting | Correction to minute 20. | Emma Sanders | Completed |
| 3.1 Timetabling | update HTLC on the timetabling scenario for Semester 2 at the December meeting. | Chris Davies | To be handled under Chair’s Report. |
| 3.2 Lecture Capture | Contact Stuart Philipson to follow up on SoL’s particular issues with Lecture Capture. | Norma Hird | SP looking into this. Cath Dyson to intervene and try to speed up resolution. |
| Ask Guy Percival, Head of Faculty IT Services, whether Faculty have purchased, or can purchase, any of its own lecture capture kit, and to request an “FAQ” sheet detailing other possible means of capturing lectures or classes that take place in rooms where the standard lecture capture equipment has not been installed. | Judy Zolkiewski | Faculty IT Services had put in a tentative bid for equipment based on reported expressions of interest from Cath Dyson and MB, but purchase did not go ahead given that these expressions of interest didn't turn into concrete requests. If there was now concrete interest then the Head of Faculty IT Services could procure and commission a (limited) number of these and ensure that a further number are included in next year’s budget. |
| 4.1 APR 12/13 (SEAPS 13/14) | Complete a brief overview of School SEAPs for discussion at DAG and HPRC. | Judy Zolkiewski | Completed. |
| 4.4 Complaints and Appeals | Discuss any concerns about handling of complaints and appeals with Lisa McAleese. | Ilias Petrounias | Ongoing. |
| 5. Faculty Prizes | Circulate potential models for Faculty Prizes to T&L Directors for comment by email in advance of the January HTLC meeting (15th). A proposal to then go forward to HPRC, with a view to making the first awards in Summer 2014. | Lisa McAleese | Lisa McAleese to circulate a revised document, following discussion with CD, for discussion at the next HTLC. |
| Clarify whether the Undergraduate Student of the Year Distinguished Achievement Award (DAA) could be awarded to a group of students (so each member of the group would receive the award). | Lisa McAleese | Completed – see Secretary’s Note within the minutes. |
| 6. Faculty Risk Register (Teaching and Learning-related risks) | Update the risk register and report back to Perveen Niaz, Faculty Planning Officer. | Emma Rose | Completed. |
| 7.1 External Examiner Reports 11/12 Samples for Moderation | Check guidance on samples to be sent to External Examiners with the TLSO (noting the implication on load and requirement for additional External Examiner appointments) and bring back to HTLC for further discussion. | Lisa McAleese | Response from Miriam – i. TLSO supportive of the Faculty defining a consistent approach which was less burdensome to the External Examiners, ii. EEs should see scripts from full range – from top, middle and bottom. So send  - First Year fails  - borderlines  - small sample of scripts from top, middle and bottom of the range. Bring back to HTLC for further discussion. |
| 7.1 External Examiner Reports 11/12 | Circulate the summary of External Examiner Comments 11/12 to Schools for reflection in their own TLCs. | Emma Sanders | Completed – email sent to T&L Directors on 17/11/13. |
| 9.2 Sandwich Courses | Work with Matthew Jefferies and the Employability working group to create some “FAQs” for Schools to support expansion of Internships and Sandwich courses. | Sarah Helsby | Incorporate into Guidance on Placements, which is currently in development. Ongoing. |
| Invite Jannine Andrew, Faculty’s new Placements Manager, to speak to a future meeting of HTLC. | Emma Sanders | Janine will provide information for the next HTLC’s Briefing Note and attend HTLC in April. |
| * 1. Viewing Exam Scripts | Take up again with TLSO the question of why students cannot take away (copies of) examination scripts, and report back. | Lisa McAleese | Faculty has agreed that Law can do this as a pilot, but it will be unique practice within the University. Should the pilot go ahead, SoL are asked to provide a report on the pilot. |
| * 1. Tuition Fee charges for interrupting students | Check the position on charges for interrupting students with Student Fees. | Lisa McAleese | Done –see Secretary’s Note within the minutes. |

**Arising from minute 3.2 – Lecture Capture:**

**Queried:** Why Faculty was looking at purchasing its own lecture capture equipment rather than pushing for roll-out of the centrally-supported system.

**Noted:** Stuart Philipson was undertaking a feasibility study of rooms for roll-out, but he had also spoken to Prof. Kersti Börjars, AVP (TL&S) about a request she had put in for equipment, and this differed from what the central lecture-capture system does. Mobile and more flexible equipment could help address specialist needs on a more local basis, the faculty is investigating the viability of such an approach.

1. **Introduction to Humanities Sabbatical Interns 13/14 (held over from November)**

Justin Kennedy introduced himself as the TLSO’s new T&L Advisor (Peer Support), replacing Will Carey, who has taken up a new post in TLSO looking at student engagement.

* Justin’s team was at capacity, having seen a growth in both PASS and Peer Mentoring schemes (there are now 38 in total), especially within Humanities. New schemes would therefore take longer than usual to implement. Ensuring appropriate consistency within diverse schemes was a challenge and would be a key area for Justin to focus on.
* A review of Peer Support was undertaken by Prof. Matthew Jefferies during 12/13, and as a result the University had established a Peer Support Strategy Group with Prof. Jefferies as Chair.
* Recently Philippa Wilson had begun to provide academic support and oversight of 3 x PASS schemes plus Peer Mentoring within SoSS, which was proving very beneficial for identity and engagement not just of students, but between PSS, academics and students.

Emma Dixon (MBS; SoSS; SALC) introduced herself as a graduate of R&T who had responsibility for supporting 14 Peer Mentoring schemes and 5 PASS. Attendance had increased in SALC, collaboration had improved in SoSS, social media groups were mushrooming and schemes were collaborating amongst themselves and pooling resources.

Becky Allen (Law; SEED; SoSS; SALC) introduced herself as a graduate of FLS, who had experience of both PASS leading and Peer Mentoring coordination as an undergraduate.

**Noted:** SALC’s SEAP committedit to launching a peer support scheme in every Discipline Area. HTLC should keep an eye on resourcing of the Peer Support Office.

1. **Chair’s report**

**5.1 Student representation**

* There were 4 Student Reps on HTLC: Education Officer; 2 x UG Reps; 1 x PGT Reps.
* The Chair was aware that the Reps had attended a meeting of HPRC earlier in the Semester, but they had concerns over their role and their ability to reflect student views.
* The Education Officer told HTLC that the Student Reps thought they should be able to raise any issues of concern at meetings where they were representatives.
* It was felt that HTLC was actually the key point of contact for representing student views on the student and learning experience to the AD (Teaching, Learning and Students) and feeding matters of concern up to the University’s Teaching and Learning Group (TLG) or across to other Faculty fora (e.g. HPRC) via the Chair, as appropriate.
* UMSU intended therefore to use HTLC and regular meetings with the AD TLS as their prime route within the faculty for raising issues and discussing solutions.
* It was clarified that all Student Reps were trained by a full-time member of SU staff.

**Agreed:** Share Student Rep role descriptors with HTLC members for information. **Action: Rosie Dammers/Emma Sanders**

**Agreed:** A summary of Committee Structures and remits of Faculty and University Committees relating to Teaching and Learning to be circulated to members for information. **Action: Emma Sanders**

**Agreed:** The Chair would arrange to meet with Faculty Reps. monthly, in addition to their being invited to HTLC. These meetings will normally be in advance of HTLC. **Action: Chris Davies**

**5.2 Sharing External Examiner Reports**

* TLSO had provided templates and suggested wording for Programme Handbooks on a) the role of External Examiners, b) the sharing of Programme External Examiner Reports with Student Reps at SSLCs, c) publishing details of External Examiners in programme handbooks.
* It was felt that TLSO should produce more guidance for staff in Schools elaborating on the practicalities around the requirement that Programme External Examiner Reports should be shared with Student Reps in SSLCs from 13/14. It was felt that comments taken out of context could cause unnecessary alarm amongst students, and so the comments should be presented carefully. For instance, would a digest of comments be acceptable, rather than the full reports?
* It was felt that there should be some more guidance, information and/or briefing sessions for Student Reps about the External Examiner system and how External Examiner Reports function within the quality framework.

**Agreed:** TLC members would like some broader contextualisation in connection with student access to External Examiner reports. **Action: Miriam Graham**

**5.3 \*Briefing Note**

**Noted:**

* A new PG Cert in Academic Practice for staff was to be launched September 2014 from within the Manchester Institute of Education (MIE) in SEED.
* HTLC would approve the programme, as the owning Faculty.
* Steve Jones of MIE was in charge of developing the programme.

**Action: Emma Sanders** to invite Kingsley Purdam to a future meeting of HTLC.

*Secretary’s Note:*

[*Skill sharing masterclasses for experienced academic staff*](http://www.staffnet.manchester.ac.uk/news/display/?id=11257) *were announced on StaffNet on 6 December 2013. These relate to Research, so far.*

1. **Survey of UG Assessment Workloads in Humanities – Phase 1 Report** [HTLC/3/13/6]

Emma Sanders spoke to the paper - a pilot investigating student assessment loads in Humanities. It had been undertaken in the hope of determining whether there was an issue with consistency of assessment or assessment loads in the Faculty.

**Discussed:**

* HTLC welcomed the report in that it was useful to see what other people were doing
* HTLC was reassured that there were “norms” or models for assessment in each School (albeit that almost all Schools had units that diverged from the model)
* It is good practice for Schools to publish explicitly what means of feedback are given on each Course Units.  This helps both students and Programme Directors.
* It is difficult to quantify workloads/”effort” – a higher word count doesn’t necessarily correlate to more work or challenge.  Indeed, a word limit of 1,000 words may be more challenging than 3,000 words – it depends on the question set.
* Faculty identifying “Principles…” or “things to consider…” would be possible.  A Faculty “Assessment Model” i.e. X words for X credits, would not be feasible / appropriate.  Assessment models need to be context-specific.
* It was suggested that *timing* of assessment was more of an issue for students than length – it is assessment bunching that causes overload.
* Communication across Joint Honours programmes remains an issue.

**Agreed:**

* HTLC thought it would be helpful to extend the investigation to PGT assessment, as a prompt to discussion on PGT methods in general (rather than simply workload), particularly looking at how assessment can boost employability skills and reflect progression within a 12 month programme, for example. **Action: Emma Sanders**
* HTLC thought it could be possible to create a Faculty-wide list of “things to consider” when devising/approving assessment models. Anything more prescriptive was inadvisable.

1. **Summary of NSS 2013 student comments** [HTLC/3/13/7]

**Emma Rose** spoke to the paper, which had been produced for DAG for information, as background to the Faculty APR (Annual Performance Review).

* UoM overall NSS performance was now closer to our Russell Group competitors, who were averaging around 88-89%, with the top currently 92% (down from 94% previously)
* Within Humanities, School SEAPs had been circulated amongst Teaching and Learning Directors to facilitate sharing of good practice.

**Agreed:**

* Judy Zolkiewski would be completing a summary of all School SEAPs for DAG, which would then be circulated to HTLC members once DAG had fed back any comments on it. **Action: Emma Sanders**

1. **New Teaching Building**

Emma Rose announced that a consultation was underway on requirements for a new teaching building, and encouraged all members of academic staff to take part. The deadline would be in January, to be followed by a wider consultation in March.

Staff were advised to take a look at the newly refurbished space in the Simon Building as an example.

**Discussed:**

* Portering services were an issue.
* Feedback should include consideration of furniture, equipment and facility as well as structural requirements.
* Sound-proofing of space, including flexible space, was important (with reference to experience of University Place etc, which has rooms which are not adequately sound-proofed).

**Agreed:**

* An extract of Clive Agnew’s presentation on the New Teaching Block would be circulated to HTLC members for wider consultation and feedback. **Action: Emma Sanders**
* TLO to collate feedback from Schools and forward to Fiona Smyth, as Humanities Representative. **Action: Emma Sanders**

1. **Promoting languages and facilitating language learning across the Humanities (held over from October)**

Emma Sanders spoke to a tabled paper based on John Morley’s report proposing various ways of promoting languages across the Humanities, previously discussed at the June 2013 meeting of HTLC.

**Reported:**

* Faculty had been approached by John to endorse a variety of means of promoting language study across the Faculty.
* The University has already endorsed the idea of students following a broad curriculum that fosters a variety of skills through the “Manchester Matrix” or Attributes of a Manchester Graduate.
* The University has sought to encourage students to study a unit outside their “home” discipline through [University College](http://www.college.manchester.ac.uk/). These units are pitched at Level 2 (Level 5/Second year UG), to enable them to be taken by UG students as part of their credit-rated programme whether they are currently first years, second years or finalists.
* There is a difference in attainment (at least at the lower levels) between units delivered by ULC on LEAP (Language Experience for All Programme) and units delivered by the academic language departments in SALC, which reflects the face that students on full language programmes either have an “A” level in the language or study it more intensively than in ULC.
* As far as language study went, Faculty was concerned to clarify whether taking a language ab initio would be within the UG and PGT Degree Regulations, and also to avoid grade inflation if final year Undergraduates and PGT students were permitted to take ab initio language as a credit-rated part of their programme.
* Various models of “enhancement” of ab initio language units were possible. No decision had been reached on whether enhancement should be required, and if so, what would constitute acceptable means of enhancement.
* The issue was being discussed by other Universities, who had been in contact with Geoff Carter (TLSO) about it.

**Agreed:**

* SALC would agree a position and bring it back to HTLC for consideration. **Action: James Garratt**

1. **Academic Malpractice in Group Work**

Lisa McAleese spoke to a paper outlining potential procedures to be followed in cases of suspected academic malpractice in group work [HTLC/3/13/9].

* It should always be made clear to students undertaking group work how their individual input to the joint work is to be assessed and graded e.g. all members of a team may receive the same mark for a joint piece of work, whereas on other occasions team members will receive individual marks that reflect their individual input.
* It followed that students should also be made aware of how suspected academic malpractice in group assignments will be dealt with.
* Three potential ways of dealing with suspected academic malpractice in group assignments were proposed to start discussion: a) Collective Responsibility, b) Identification of Culpability after Submission or c) Collective Account at Time of Submission.

**Discussed:**

* Method a) was felt by the committee to be simplest, although there were concerns that this could undercut the rationale for introducing team work in the first place.
* Method b) was felt to be too time-consuming and overly complicated.

**Agreed:**

* Schools to discuss the paper at UG and PGT levels and report back. **Action: All T&L Directors**
* Check how other Faculties deal with this issue and report back. **Action: Lisa McAleese**

1. **Mark Review**

To discuss: the process of mark review for students in the boundary zone of classifications.

Lisa McAleese spoke to this item.

The new (Sept 2012) PGT Regulations now permitted mark review, as the UG Regulations always had done.

Emma Hilton-Wood in TLSO was working with Clive Agnew on a few paragraphs clarifying how Mark Review should be carried out.

Lisa McAleese wanted to take this opportunity for Schools to share experience of how this had gone at PGT, following Boards of Examiners meetings in June and November 2013.

**Discussed:**

* SoSS had found the process deeply confusing, and had fractured conversations about what they should be doing and how. Sub-criteria had been devised.
* MBS had had a similar experience, and had also devised sub-criteria. MBS had unusually large PGT cohorts, and so had had to deal with c. 120 students for mark review.
* In contrast, SEED had found it straightforward, and had been following the practice for 10 years.
* Marks should not be present when doing mark review.
* Subject Board recommendations could be overruled by the final Board of Examiners.
* Schools should be able to complete mark review pre-board, and provide a short report to the External Examiner, who then makes a recommendation to the Board of Examiners.
* Law followed a similar practice to SEED.
* SoSS had resisted this model. They were aware that they could not change marks, but rather had to look for some sort of “emergent property” that meant the review should result in some sort of change.

**Agreed:** The topic of Mark Review at PGT should be carried over to the next meeting. **Action: Emma Sanders and Lisa McAleese**

**Agreed:** Ascertain when the clarification on mark review from the central TLSO can be expected. **Action: Lisa McAleese**

1. **Student Engagement: Start of Year - Transition Projects**

**Discussed:** potential start of year projects to assist with first year student engagement and retention.

Emma Rose spoke to this item.

This initiative had been launched by Directorate for the Student Experience (DSE).

Clive Agnew had suggested that we approach Tim Westlake, Director of DSE, for funds – this would replace Retention Funding, which had been withdrawn.

The “Homestart” scheme[[1]](#footnote-1) in FLS was a good model.

**Agreed:** School of Law to contact Liz Sheffield, AD (TL&S) in FLS, for information. **Action: Norma Hird**

**Agreed:** Feed back to Clive Agnew that there is interest. **Action: Emma Rose**

1. **Information about UK BME students in Humanities living at home whilst they are studying**

**Received for information**: A report produced by the Planning Office, “*An Exploration of Factors linked to University Attainment of Students*”[HTLC/3/13/13a] plus data on BME attainment from 12/13 APR [HTLC/3/13/13b].

1. **Report on Malpractice, Appeals and Complaints**

**Received for information**: Faculty’s annual report on Malpractice, Appeals and Complaints heard by Faculty, compiled by Damien Tolan [HTLC/3/13/14].

**Noted:**

* It was surprising that the level of appeals appeared to be constant.
* The number of cases under the “Dignity at Work” policy were increasing, and were very complex to handle.
* Similarly, the number of other kinds of complaint were increasing, and these also tended to be very complex and time-consuming.

1. **SEAPs (Emma Rose)**

**Discussed:** SEAPs and student engagement with them.

* School TLCs (or equivalent UG and PGT Committees) and/or SSLCs contributed towards the content of SEAPs through the continual monitoring process, which requires SEAPs to be on the Agenda of these committees.
* MBS send a student-friendly version, with a “you said, we did” section, to SSLCs. Students then tended to see a final version for information.

1. **\*Report on Interruption Requests received by Schools in Humanities**

**Received for information**: Faculty’s quarterly report on requests from students for interruptions [HTLC/3/13/16].

1. **\*Retention (from TLG)**

**Received for information**: Determinant Factors in Student Non-continuation (Executive Summary) and an Overview of retention patterns across international students (Executive Summary) [HTLC/3/13/17a and 17b].

1. **\*Information circulated since the last meeting** [HTLC/3/13/18].

Received for information.

1. **\*Notes from**
   1. **IMG (Oct)** for information
   2. **eLSG (Oct) f**or information
2. **A.O.B.**

None.

1. **Date of next meeting**

**Noted:**

The next meeting, which had been planned for Wednesday 15th January 2014, 2-5pm, S1.7, Samuel Alexander Building, would be POSTPONED until:

Wednesday 19th February 2014, 2-5pm, 4.38 Simon Building.

**For circulation to:**

Faculty Officers

Dr. Christopher Davies Associate Dean for Teaching, Learning & Students

Prof. Matthew Jefferies Assistant Associate Dean for Teaching, Learning & Students

Prof. Judy Zolkiewski Assistant Associate Dean for Teaching, Learning & Students

Mrs. Emma Rose Head of Teaching and Learning Support Services

Mrs. Lisa McAleese Senior Faculty Taught Programmes Administrator

Manchester Business School

Prof. Catherine Cassell Deputy Director

School of Environment, Education and Development

Dr. Fiona Smyth Director of Teaching and Learning

School of Arts, Languages and Cultures

Dr. James Garratt Director of Undergraduate Education

Dr. Abigail Gilmore Director of Graduate Education

School of Law

Dr. David Williamson Director of Teaching and Learning

School of Social Sciences

Dr. Veronique Pin-Fat Director of Undergraduate Studies

Dr. Mark Elliot Director of Postgraduate Studies

Student representation (nominated by the Students' Union)

Ms Rosie Dammers Education Officer

Mr Asif Parvi Humanities UG Student Representative

Ms Harriet Pugh Humanities UG Representative

Ms Alex Bush Humanities PGT Representative

**Ex-officio members:**

Dr. Ilias Petrounias MBS Director of Undergraduate Studies

Dr. Stuart Roper MBS Director of Postgraduate Studies

Ms Norma Hird Director of Undergraduate Studies

Dr. Iain Brassington Director of Postgraduate Taught Studies

Prof. Elaine Ferneley MBA and MPA Director, MBS

Ms Sarah Helsby Faculty QAE Administrator

Ms Emma Sanders Faculty QAE Administrator (Secretary)

Ms Cath Dyson Faculty eLearning Manager

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

Prof. James Thompson Associate Dean for External Relations

**By invitation:**

Mrs Louise Walmsley Head of the Teaching and Learning Support Office (TLSO)

Ms Amanda Grimshaw Faculty Lead for Recruitment and Admissions

Miss Antoinette Perry Marketing Manager (Student Recruitment)

Mr Guy Percival Head of Faculty IS

Ms Michelle Harper Faculty Estates Officer

Ms Jane Hallam Head of Faculty Planning and Compliance

Ms Becky Allen Student Sabbatical Intern (Humanities)

Ms Emma Dixon Student Sabbatical Intern (Humanities)

**For information:**

Heads of School Administration

Rosie Williams SEED

Jayne Hindle SALC

Alison Wilson SoL

Janine Ellis MBS

Catherine Tansey SoSS

School Teaching and Learning Managers

Elizabeth Nolan SALC

Fiona Fraser SALC

Ashton Bamfield SALC (Collaborative Partnership Administrative Officer)

Abi Robinson SoL

Hilary Garraway MBS (PGT)

Jane Crombleholme MBS (Executive Education)

Sarah Featherstone MBS (UG)

Ms Amanda Brereton SoSS (UG)

Bernadette O'Connor SoSS (PG)

1. The Homestart scheme has been running in the Faculty of Life Sciences for the last six years and is now in the School of Medicine. The Scheme aims to offer a network of support to students who are not living in university accommodation during the first year of their course. It offers peer support and opportunities for 1st year students to meet other students from local areas. The intention is to make the transition to University life less traumatic and has helped these areas with retention of students. [↑](#footnote-ref-1)