**Faculty of Humanities**

**CONFIRMED Minutes of the Teaching & Learning Committee of 9th December 2015,**

**2pm – 3.45pm\*, University Place**

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| **Item** | **Noted**  | **Action** |
| 1. **Welcomes and Apologies**
 | **Present:** Fiona Smyth (Chair); Matthew Jefferies (AAD); Judy Zolkiewski (AAD); Mark Baker (SEED); Ken Clark (SoSS); Sharon Clarke (MBS); Anna Goatman (MBS UG); Bruce Wardhaugh (SoL PGT); Liam Harte (SALC UG); David Brown (SALC PGT); Ally Routledge (UG Student Rep); Lisa McAleese (TLSS); Emma Rose (TLSS); Guy Percival (IT); Katy Woolfenden (Library); Nicola Lord (TLSS); Trevor Byrne (Media Services); Paul Gratrick (Careers); Emma Sanders (Secretary).**Apologies:** Amber Guan (PGT Student Rep); Becki Bennett (SoL); Norma Hird (SoL UG); Gail Divall (TLSS). |  |
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| 1. **Minutes of the last meeting of 11 November 2015** [HTLC/2/15]
 | Regarding Item 7, Moderation: SoL’s concerns about the evidentiary basis for the moderation policy had not been captured in the minutes. Emma to amend them accordingly. | ECS |
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| 1. **Actions and Matters arising from the previous meeting of 11 November 2015**
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| ***Item*** | ***Action*** | ***Who*** | ***Update*** |
| **13. of 19.02.14 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 | JG/ ECS | **Ongoing:** To discuss as part of Periodic Review of ULC in January 2016. |
| **12. Consultation on revised University Programme Specification template** | Get Anna Goatman’s example from MBS and a good “free text” example from the past and circulate it to the central group and HTLC. | ECS | **Ongoing:** ECS to complete. |
| 1. **JustFest**
 | Forward Student Comms message as to what JustFest is about and why students should go to ECS by end November, for circulation to HTLC members | KMcP | **Ongoing.** |
| 1. **Draft Moderation Procedure: Faculty of Humanities (Lisa McAleese)**

[HTLC/2/15/6]  | Circulate Draft Moderation Procedure plus Marking Policy to UG and PGT Exams Officers in Schools, for feedback and for implementation at 1516 BoEs if possible. | LMcA | **Ongoing:** a working group to be established. LMcA |
| 1. **Teaching and Learning IT Roadmap for Humanities (Guy Percival)**

[HTLC/2/15/10] | discuss list of IT requirements within Schools and agree a) priorities and b) whether anything is missing. Submit an updated list of IT requirements in order of priority, to guy.percival@manchester.ac.uk by 18th December 2015 | T&L Director | **Ongoing.** |

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| **4. Chair’s Report** |  |  |
| **4.1 Verbal Report** | Teaching and Learning Group (TLG) * Agreed To launch Grade Point Average (GPA) on a 13 point scale as a pilot project. The GPA scale will be used for final years (not years 1 or 2) alongside the standard classification scheme in the regulations, for 5 years. (TEF assumes HEIs will being using GPA. The impression is that although GPA is not a requirement, questions will be asked if GPA is not used).
* Discussed Proposal to require students to take 20cr outside of home subject, related to University College.
1. Joint Hons implications: there would not be “space” in a Joint Hons curriculum.
2. The UG Student Rep was not in favour of the proposal – students apply to study a particular subject. Other subjects can be made enticing, but students should not be forced to take one.
3. Professional exemptions would be necessary, e.g. Law, Accounting, Planning.
* Reported The University’s Late Submission Penalty is likely to be refined, especially for final year and PGT Dissertations (to consider rules on resubmission cf: intended learning outcomes etc.)
* Reported Distance Learning discussions with Pearson are still ongoing. UoM has committed to expansion of DL but perhaps not on the scale originally envisaged (c. 10,000 students over 3-4 years) due to delays in getting it up and running. Richard Reece was invited to speak to HTLC but he is unable to make any of the dates. Therefore he will present to HPRC instead - T&L Directors will be invited to attend the session.
 | T&L Directors: email responses to Fiona Smyth. |
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| **4.2 Briefing Note** [HTLC/3/15/4.2] | **Documents circulated since the last meeting**

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| **Date** | **Document** | **Action** | **By when**  |
| 14/10/15, email from Emma Sanders | Oct 2015 registration data (Coversheet/ FT Registrations / PT Registrations).  | For T&L Directors to measure progress against targets. | No specific deadline |
| 23/10/2015 email from Emma Sanders | Faculty Employability Strategy (Final version). | For T&L Directors’, to monitor implementation by and with Employability Leads. | Ongoing |
| Teaching and Learning Data Dashboard url and “Training Guide” | For information and dissemination. | Ongoing |
| 06/11/2015 email from Emma Sanders pp Fiona Smyth | Summary of BIS Green Paper on Higher Education  | For information and discussion within Schools and HTLC | Ongoing |
| 09/11/2015 email from Emma Sanders | IT Requirements Survey (Guy Percival) | T&L Directors to consult about whether there is anything missing from their own list, or whether there are priorities identified by others that would be of benefit to their own School. |  |
| T&L Directors to submit an updated list of IT requirements, in order of priority, to guy.percival@manchester.ac.uk | 18 Dec 2015 |
| 11/11/2015 email from Emma Sanders pp Emma Rose | Information on Teaching Awards: * National Teaching Fellowship Scheme
 | T&L Directors to submit nominations to Heads of School | 20 Nov2015 |
| * Teaching Excellence Award
 | T&L Directors to submit nominations to emma.rose@manchester.ac.uk | 29 Jan 2016 |
| 25/11/2015 email from Emma Sanders | Consultation Questions on BIS Green Paper | T&L Directors to submit responses to fiona.smyth@manchester.ac.uk | 4 Dec 2015 |

**Teaching Excellence Awards: Extension**Due to a delay in receiving all the launch data for the University’s 2015/16 [Teaching Excellence Awards](http://www.tlso.manchester.ac.uk/teaching-and-learning/excellence/), and with the agreement of Prof Kersti Börjars, (AVP (TL&S), TLSO have **extended** the institutional deadline for next year’s awards to Monday 14th March 2016.  * Humanities’ new deadline is therefore **Friday 26th February 2016.**
* Submissions should be sent to Emma Rose (emma.rose@manchester.ac.uk)

Teaching Excellence Awards are made to academic and/or academic-related support staff nominated by their schools and faculties for demonstrating a sustained and significant to teaching excellence over a number of years. For more information and criteria, see: <http://www.tlso.manchester.ac.uk/teaching-and-learning/excellence/>**Teaching and Learning Dashboard**Further data has now been added to the Teaching and Learning Dashboard:* Student Progression:  Trend data and Faculty data on student continuation beyond their first year of study.  Two data sets are being developed – UK based students (HESA data) is already there, and international progression will also be included.
* Student Attainment: Trend data and Faculty data on the achievement of good degrees

(<https://dashboard.its.manchester.ac.uk>)**Distinguished Achievement Award: Postgraduate Student of the Year 1415**Congratulations to the winner: **Ibrahim Olabi, from the School of Law**Ibrahim has founded a human rights and rule of law organisation – the Syrian Legal Development Programme – to promote human rights, the rule of law, and minimise the negative humanitarian consequences of the Syrian conflict.See: <http://www.manchester.ac.uk/discover/news/article/?id=13155> |
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| 1. **Student Matters**
 | As noted at the last meeting, students were concerned about the Teaching Excellence Framework proposed in the BIS Green Paper. * Students wanted academics to join them in expressing concern that TEF will restrict access to quality institutions like The University of Manchester, and disquiet about the proposal to evaluate educational outcomes through reference to information on graduate earnings via the tax office.
* The Chair noted that the draft response from UoM queries the metrics TEF proposes to use to evaluate teaching quality. HTLC were reminded that the consultation is not about whether TEF should happen, but about what it should include.
* The Chair noted that UMSU will submit a response to TEF on behalf of the student body.
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| 1. **Employability Update (Paul Gratrick)**
 | The Faculty Careers Manager gave a presentation on careers developments this semester: * Take-up of one-to-one advice sessions in The Atrium (University Place) were up by 29% for Humanities students. Students were responding to encouragement to take action about careers earlier on in their UG education.
* In October 2015 SALC hosted “The Little Careers Fair”. Around 550 students attended, 75% of which were from SALC. This had demonstrated that there is a market for employers from local arts organisations, the heritage industry, regional media etc. to attend graduate recruitment events. (No charge was levied by the University for these employers to attend this recruitment fair).
* Around 280 students attended a “Meet the Professionals” alumni event.
* Around 485 students have used careers workshops, many of whom were from Humanities.
* Around 3,924 students have been impacted by Careers events, including careers sessions embedded within taught course units.
* Paul had looked into the DLHE data captured 3.5 years after graduation to see how it compared with the 6 months survey. 69% are in graduate jobs after 6 months for Humanities. 80.2% are in graduate jobs after 3.5 years.
* Interactive online resources for students on boosting employability (practising video interviews etc). have been built by an external company and are currently in the testing and bug-fixing phase. The resources will therefore be available to students after the Christmas break.

**Faculty Employability Strategy:** * Paul has one final meeting (with Miriam from SEED) before the implementation plan can be finalised.
* The main element of the strategy is to embed employability within core / compulsory content. There is a lot of good practice to share now, e.g. involvement of Careers staff within units.

**Careers Festival:*** w/c 8th February – (after exams have finished) two teepees outside Uni Place for Careers Festival. Get an internship, look for a job etc.

**Employability Showcase:** * Colleagues will present what they are doing, across all 4 Faculties, at an event on 2nd March in the afternoon. Clive Agnew will open the event.

**DLHE:*** The DLHE data collection exercise will be up and running again from Jan – March.

**Progression to Further Study**TABLED:Progression to Further Study for each Subject Area in Humanities, based on the latest DLHE data.Discussed: * Further study counts as a “positive graduate destination”.
* The University ranks 9th in the Russell Group for students finding employment, but we are at the bottom of the Russell Group in terms of graduates progressing to further study.
* The Faculty has decreased by c. 5% as has the University as a whole.
* Just ARGY and LEL are in the upper quartile of the Russell Group for graduates progressing to further study.

**Agreed:*** ER has circulated data about our students who continue on to study within the University of Manchester to admissions colleagues. Paul to add this to the table so the two sets of data can be compared.
 | Paul Gratrick: Add data on graduates who continue to study within UoM to the data on graduates who progress to further study anywhere, for comparison. |
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| 1. **Library redevelopment (Katy Woolfenden)**
 | Tabled: Powerpoint presentation on the impact of the Library redevelopments.* Extension of the works into three phases is intended to strike a balance between keeping facilities open whilst minimising disruption:
* Phase 1 (16/17) major redevelopment Summer 2016
* Phase 2 (17/18)
* Phase 3 (18/19)
* Still awaiting stage 3 sign off before final Stage 4 with contractors. Hence delay in communication to ensure messages and expectations are right.
* Drivers, including responses to NSS comments
* closure of the North Campus
* access to special collections
* better access to power and data
* improved study space
* improved work spaces for researchers
* toilets
* comfort: heat, light, ventilation
* navigation of the building and collections

 Reported: * Redeveloped building should be more user-friendly e.g. signage, comfort, flexible space, more natural light with additional glazing, meeting rooms to be accessibly near the entrance.
* The intention is not to replicate the AGLC, but to learn from the experience of commissioning the AGLC.
* High demand resources will be integrated into the main body of library stock. High demand currently functions as a library within a library, but demand is reducing in response to more electronic/digital texts. Very few libraries have separate high demand services now, as they are not as necessary or efficient.
* Staff members will be available at five strategic help-zones, (not on all floors), in addition to help desks on the ground floor. There will also be roving staff support and self-help points.
* A new research area tailored towards a PG audience is to be consulted on.
* RFID will be inserted in all books, so that electronic wands can detect any that are missing or hidden.

Discussed: * PGT students and the Sept 2016 UG intake could be disrupted for the whole of their programme. The Library will build this into their communications with students.
* Reduced access to study space will be the primary impact.
* The library may at times have to reduce opening hours for safety reasons.
* There will inevitably be some noise.
* Books not borrowed in the last 7 years will be moved to (accessible) storage from Oct 2015 to June 2016 to ensure stock that remains most accessible is the most used.
* The Library have taken on board formal and informal feedback on the learning commons as well as SU executive team – what works and what doesn’t work, e.g. more furniture now put into AGLC at exam time in response to feedback.
* MBS library are under dual pressure as they will be decamped for two years and the library facilities will be merged with main library.
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| 1. **Distance Learning (DL) Update**
 | Tabled: DL Statistics - students enrolled on DL programmes and how they have changed in the last few years.Reported: * Whether discussions with Pearson come to fruition or not, UoM will go develop up to three Distance Learning programmes under the direction of Professor Pam Vallely.

Discussed: * The School of Law (SoL) TLC will look at an NPP1 for their International Law programme tomorrow, bearing in mind the Sept 2016 start, but are hampered by a lack of information. There is no agreement about the fee (£9k, but Law think students should be able to pay on a modular basis) and how many intakes p.a, so the financial model is still unclear.
* Each Faculty team has been given £20k to work on central DL programmes. eLG team feel they need to get going now in terms of build.

Agreed: * SoL to Invite Ian Hutt to a meeting in January.
* SoL should go ahead with approval and work on development with the eLearning team.
* TLSS will to make an eLearning appointment asap with the £20k allocated to Humanities.
 | FS to get an answer about International Law fees.RB to invite Ian Hutt to discuss NPP in January. |
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| 1. **To discuss any issues arising from the implementation of the amended** [**Policy on Submission of Work for Summative Assessment**](http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/assessment/sectionb-thepracticeofassessment/policyonsubmissionofworkforsummativeassessment/)[HTLC/3/15/9]
 | Key changes: * Publish submission deadlines at the start of each course
* Penalty for late submission (subject to amendment)

Discussed: * If there is a known problem with Blackboard/Tii systems, this can be taken into account if a student has problems submitting.
* The way in which the part-time Global MBA programme is delivered means students from different cohorts but taking the same course unit could be treated differently.
* This should not happen. The Policy would apply to new students. Sharon Clarke will email Lisa and Nic and come to a decision about how to implement the Policy for the Global MBA.
 | T&L Directors to let LMcA know of any issues of implementation.Sharon Clarke to email LMcA and NL re: Global MBA. |
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| 1. **Amendments to** [**Regulation XVIII**](http://www.tlso.manchester.ac.uk/appeals-complaints/studentcomplaintsprocedure/) **and XIX**

[HTLC/3/15/10] | Discussed:* implementation of the amendments to[**Regulation XVIII: Student Complaints Procedure**](http://www.tlso.manchester.ac.uk/appeals-complaints/studentcomplaintsprocedure/)and [**Regulation XIX: Academic Appeals Procedure**](http://www.tlso.manchester.ac.uk/appeals-complaints/academicappealsprocedure/)
* Schools now have 20 working days rather than 15 to respond.
* No issues reported.
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| 1. **Implementation of the** [**Policy on Inclusive Teaching and Learning Materials**](http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/learning/inclusive-teaching-material/)

[HTLC/3/15/11] | Discussed:* Schools should be taking the Policy into account when new course units are approved. The Head of Academic Policy had stated that, “*The implementation of the policy is expected to take time.  It is not, for example, anticipated that adoption of the policy will mean that all teaching and learning materials will be required to adhere to all of the policy guidance by September 2015.  Rather, the adoption of the policy should signal that new materials will be produced to adhere to the principles and guidelines outlined here.  Existing materials should be adapted in due course*.”
* The requirement for subtitles to be included will mean that videos are used far less in delivering course units.
* Hyperlinks within the Policy and templates are broken.
* The link to the Powerpoint template goes to a PDF, so staff cannot use it.
 | LMcA to report problems with hyperlinks and pdfs to TLSO. |
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| 1. **Humanities Assessment Procedure and Practice (Lisa McAleese)**

[HTLC/3/15/12] | The paper aimed to clarify expectations for taught assessment in the Faculty by pulling together existing policy and practice into one place.Discussed: * A view is sometimes expressed within the University that Humanities’ disciplines over-assess.
* TLSS had therefore completed a review and proposed maximum assessment loads, as follows:

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| **Level** | **Credits** | **Assessment** |
| 4 | 10 | Coursework equivalent to 2,000 word assignment (100%)**OR**1.5hr examination (100%)**OR**a combination of coursework and examination equivalent to the above. |
| 4 | 20 | Coursework equivalent to 2,000 word assignment**AND**1.5hr examination |
| 5 | 10 | Coursework equivalent to 2,500 word assignment (100%)**OR**2hr examination (100%)**OR**a combination of coursework and examination equivalent to the above. |
| 5 | 20 | Coursework equivalent to 2,500 word assignment **AND**2hr examination |
| 6 | 10 | Coursework equivalent to 3,000 word assignment (100%)**OR**2.5hr examination (100%)**OR**a combination of coursework and examination equivalent to the above. |
| 6 | 20 | Coursework equivalent to 3,000 word assignment**AND**2.5hr examination |

**Undergraduate Dissertation**

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| **Level** | **Credit** | **Words** |
| 6 | 20 | 8,000-10,000 |
| 6 | 40 | 10,000 -12,000 |

**Maximum Summative Assessment – Postgraduate Taught**

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| **Level** | **Credit** | **Assessment** |
| 7 | 15 | Coursework equivalent to 4,000 word assignment **OR**Coursework equivalent to 2,500 word assignment**AND**2.5 hr examination |
| 7 | 30 | Coursework equivalent to 6,000 word assignment**OR**Coursework equivalent to 4,000 word assignment**AND**3 hr examination |

**Postgraduate Taught Dissertation (or equivalent)**

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| **Level** | **Credit** | **Words** |
| 7 | 60 | 12,000 – 15,000 |

* How seriously should we take the difference between L4 and L5? NB: There is also a requirement for formative feedback, too, which adds to the load.
* “Course work” is intended to mean anything that isn’t a timed exam. The Appendix lists different types of assessment – it is not the TLSS’ intention to imply that only the traditional academic essay is valued.
* Would it be acceptable for a 1.5hr exam to be made up of 3 x 30 minute tests? Schools and Discipline Areas should exercise caution when approving this type of arrangements: it would not be appropriate to assess like this in every course unit! Committees must take into account the student experience of the programme as a whole. Approval of assessment schemes therefore requires programme-level oversight.

**Agreed:** * A course may be summatively assessed by examination only. This should be clarified in the document.
* It is conceivable that there could be outliers to this guidance. The document should therefore be amended to say “will normally” rather than “must”, but variances from the norm must be approved by a School’s T&L Director.
* The document should apply to DL programmes, too. This should be clarified in the document.
 | **LMcA:** Amend Humanities Assessment Procedure and Practice paper, consult Exams and Assessment officers, then report back to the next HTLC. |
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| 1. **Teaching Quality**
 | The Chair led a brief discussion on measuring and improving teaching quality.Background: * NSS is a measure of satisfaction, not strictly a measure of the quality of education or of academic standards.
* Unit Surveys are a more granular indicator of quality, but response rates are still relatively low.
* In discussing Faculty summaries of SEAPS at TLG, the AD (TL&S) had observed that other Faculties are better at identifying Good Practice (e.g. FLS).

Discussed: * How can we better encourage staff to include examples of good practice within their SEAPs?
* How else do we capture information on teaching quality, and what we do with it?
* How do we get to a position where we can write a story about our teaching and learning?
* Economics had piloted the application of a “traffic light system” of red/amber/green to individual unit Survey scores. This practice was not continued, although the idea was to maintain a high profile for Unit Surveys and be proactive in their promotion and use. Individuals whose scores give cause for concern are still met with face to face, but the process is not so transparent or high profile.
* Some Unit Survey response rates are still too low to be reliable. Staff had had mixed experiences of getting students to complete on mobile devices in class – SALC found this didn’t help, SoSS had found it did in some areas.
* The revised Peer Review process should be more rigorous, and the culture should promote Peer Review as a helpful opportunity and not a policing exercise.
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| 1. **To receive Recommendation for dealing with Suspected plagiarism in Group Work Assignments (Lisa McAleese)**

 [HTLC/3/15/14]  | Reported: * Academics had met with Brenda Sanderson to look at ways in which suspected Academic Malpractice in a group work submission should be handled.

Recommendations: 1. Where suspected academic malpractice is identified in group assignments, the Plagiarism Officer in the School to which the unit belongs will meet individually with each member of the group to ascertain how the group work was conducted, who had responsibility for particular parts/sections, and how the assessment was finalised amongst the group. Once the facts have been clarified by the students, the case of suspected academic malpractice will be put forward.
2. If academic malpractice is confirmed, and it is clear that it was the act of specific member(s) of the group, then the appropriate penalty may be applied equally to those specific members of the group.
3. If plagiarism is confirmed but it is still unclear who in the group were the authors of the sections where academic malpractice was identified, then all students in the group will have the appropriate penalty applied.

Discussed:* HTLC did NOT approve iii, above. The School of Law felt this would not be just if guilt could not be proven.

In addition, the group made a number of further recommendations: 1. At the onset of the group work unit, the Course Tutor advises student on academic malpractice and the implications in group work
2. Course units on backboard with group assessment to display information regarding group work ethic and information regarding academic malpractice
3. Course units which conduct group work assessment to ensure that groups submit a written group declaration with their project confirming they are aware that to the best of their knowledge that all members had acted in accordance with the assessment regulations and were aware of the implications of academic malpractice in group work.
4. Information to be made available in Programme Handbooks about academic malpractice in group work
5. Upon registration, students to complete a mandatory course on academic malpractice so they are aware of what it is and how to avoid it (Life Sciences has implemented this in their Faculty). This would be an activity to complete, rather than providing guidance, and would be completed through Blackboard.

**Documentation to be developed** 1. Guidance for both Schools and Students on academic malpractice in group work, outlining the process for investigation and application of penalties (ensuring that the opportunity for resubmission did not create an advantage for those guilty of malpractice)
2. Guidance / protocol for conducting the investigation and hearing
3. Template for group declaration / ethical responsibility

Agreed: 1. Add a line of Guidance to students about “if plagiarism occurs, what should I do about it?”
 | **LMc A**Take Faculty Recommendations for dealing with Malpractice in Group Work to the TLSO and determine what the University is doing in this area.  |
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| 1. **Student Comms**
 | **To consider revisions to 2013 Student Communications Strategy** [HTLC/3/15/15] 1. The extent to which, this current, and any new strategy are ‘used’ and implemented at a local level
2. The extent to which there is appropriate support for staff who engage with students within Humanities
3. How should the Faculty support Schools in developing Governance, professional advice and guidance for front line staff to students to ensure a consistent approach across all areas of Humanities, particularly at times when consistent messages are needed across Schools (i.e. industrial action, incidents overseas etc.)

**Agreed:*** Due to lack of time it was agreed that Emma Rose would seek an extension on the reporting date and roll forward the discussion to the next meeting (10 February 2016).
 | ER to contact Paul Govey.ECS to carry forward to next meeting. |
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| 1. **To discuss ways of increasing PTES Response Rates, with reference to good practice in SoSS** [HTLC/3/15/16]
 | Agreed: * Due to lack of time it was agreed that T&L Directors should pick up on any useful tips from the paper, and direct any questions directly to Mark Elliot or the TLO.
 | T&L Directors to enact any useful tips. (Direct any questions to Mark Elliot or TLO). |
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| 1. **Proposal to extend the May/June examination period**
 | A proposal to from the Assessment and Progression sub-group of SAMG to extend the Summer Examination Period [HTLC/3/15/17]Discussed: * Due to lack of time it was agreed that Lisa would seek an extension on the reporting date and roll forward the discussion to the next meeting.

*Secretary’s Note:* *The papers will be considered at the University’s Teaching and Learning Group (TLG) meeting in January 2016.**If members wish to comment on the attached documents please email them to Lisa McAleese by 8 January 2016, for feeding in to TLG:** *2014/15 Examination Report*
* *Exam Period Extend (semester 2)*
 | T&L members and LMcA |
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| 1. **\*For info.**
 | * Interruption Requests [HTLC/3/15/18.1]
* AP(E)L Requests [HTLC/3/15/18.2]
* Examination Report 14/15, from the Assessment and Progression sub-group of SAMG [HTLC/3/15/18.3]
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| 1. **Date of Next Meeting**
 | 10 February 2016, 2 – 4pm, room 2.217 University Place *Deadline for papers: Friday 29 January 2015* |  |
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