**CONFIRMED Minutes of the Faculty of Humanities Teaching & Learning Committee of**

**6 December 2017, 2pm – 3.50pm, Council Chamber, Whitworth Building**

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| **Item** | **Noted** | **Action** |
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| **1. Presentation: University College for Interdisciplinary Learning** | **Cathy McCrohan , Academic Director of UCIL** gave a presentation on the future of UCIL.   * Cathy McCrohan was appointed the new Academic Director of UCIL in August 2017. The aspiration is to have all students engage with UCIL at some point during their time at university. Currently, around 5% of students across the University take UCIL course units. * UCIL course units are one of the only credit bearing activities under Stellify. They aim to deliver distinctive graduate attributes, deliver on the graduate skills gap, and embrace ‘learning without boundaries’. * In 16/17 1632 students across the university took UCIL course units. 700 of these enrolments were on the Leadership in Action unit. In Humanities, SALC, SEED and AMBS host UCIL units. * New units are in development which will cover the topics ‘The Digital Revolution’**, ‘**Mental Health, ‘Sustainability’ and ‘Globalisation’. These will be flexible and scalable to accommodate large student numbers from diverse backgrounds. It is hoped that they will be delivered online which will restrict timetabling issues for students. * Teaching and Learning Directors were asked to feedback on how UCIL and HUMS can work together to promote awareness of UCIL units. In addition, any comments and feedback on UCIL would be useful.   **Discussed:**   * Promoting UCIL course units at ‘Welcome Back’ sessions for second and final year students would increase awareness. * Concerns around the TEF ‘teaching intensity’ metric were raised since it is suggested that some units will be delivered purely online. UCIL felt that this would not be affected as lots of tutorial support would be offered online and, in fact, the ‘teaching time’ would not be any less than a regular course unit. * T&L Directors should contact Cathy if they wish to discuss any ideas for new UCIL units. SoL is considering developing a unit around ‘Legal Tech’, which could be offered as a UCIL unit. * UCIL units are generally coded UCIL2XXXX however they are intended to be taken at any level of undergraduate study. As they are interdisciplinary by nature, the content should be completely new to students at any level. * SoSS noted they already provide students with the option of taking a language course unit, which satisfies the interdisciplinary aspect of the programme. It is sometimes difficult to see how UCIL course units are truly interdisciplinary. * Not all students are aware of UCIL. It would be helpful to list UCIL as an option on programme structures, much like LEAP units are listed on SALC structures. | **ACTION: CMcG to contact CMcC to discuss a ‘Legal Tech’ course unit.** |
| **2. Update on the Student Lifecycle Project** | **Delia Vazquez , Senior Lecturer and SLP Academic Lead, and Ben Heppenstall, Head of Business Change and Engagement** gave a presentation on the Student Lifecycle Project.   * The Student Lifecycle Project will *‘deliver a new set of business processes and an operating model which will efficiently and effectively support all our students, from their first contact through to graduation, however they study’.* The principles of SLP are simplification and standardisation. * It is important to note that the work of SLP will not resolve all ongoing process or system issues experienced in the university. The initial release of SLP is scheduled for September 2019, in which the core requirements will be addressed. It is proposed that this release will be iterated further with staged releases during 2020 to incorporate more features. * SLP is currently in the ‘Development Stage’. Product Owners have been overseeing a number of work streams, involving colleagues from across the University, to map the various business processes undertaken in that area. From February 2018 SLP will move into the ‘Integration Stage’, and from March – December 2018 the ‘Roles and Responsibilities Stage. This stage will be the start of the implementation of the newly designed business processes. * The SLP Group are working on ways to incorporate academic input during the Integration and R&R Stage. Academic participation slots are currently being finalised and scheduled.   **Discussed:**   * It was queried whether SLP would seek to use data analytics to track student engagement. It was confirmed that student engagement was in scope as part of the project and that the use of data analytics is being considered. * Concerns were raised regarding data analytics and whether students would give consent to their data being used. In addition, the system must be secure. It was confirmed that students would be able to review what data is being held and opt in or out of different categories. * SALC queried whether attendance monitoring was in scope as part of SLP. It was confirmed that student engagement in general was in scope and SLP would further explore new technologies which may be able to assist with this business process. * It was agreed that it would be useful to hear from the SLP team again in the New Year. * T&L Directors should forward any questions/concerns around SLP to FS, who will feed them back to the SLP Academic Group. * Concern was raised regarding the standardisation agenda of SLP. In some situations it is necessary to have a customised process or system. If SLP eliminates these, it may just lead to further ‘workarounds’. It was noted that the focus of SLP was to standardise where possible and reduce duplication of processes. Recruitment was used as an example – SLP have discovered that there are around 30 different ways to apply to the University. SLP therefore looks to reduce the need for the duplication in application forms and processes. The project will then clarify and rationalise the need for different processes in some areas. * SALC queried whether the core University systems (Campus Solutions and Blackboard) are in scope on the project. The new system needs to be adaptable and flexible enough to cope with changes, without having to perform administrative workarounds. It was noted that SLP will utilise the new version of Campus Solutions 9.2, without any ‘add-ons’. This will make the system much more adaptable and workarounds shouldn’t be needed as business processes will be streamlined to fit CS 9.2. It was confirmed that Blackboard was not currently in scope. | **ACTION: JC to invite SLP to HTLC in 2018 to provide an update.** |
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| **3.Welcomes and Apologies** | **Present:** Fiona Smyth (Chair -FS); Elinor O’Connor (AMBS); Rachel Walton (TLO); Liam Harte (SALC); David Spendlove (SEED); David Brown (SALC); Anna Verges-Bausili (eLearning - AV); Ken Clarke (SoSS); Thea Cameron-Faulkner (AD); Lisa McAleese (T&L Manager); Becki Bennett (AD – DL); Olivia Meisl (Hums UG Rep); Claire McGourlay (SoL - CMcG); Nicola Lord (TLO); Kieron Flanagan (AMBS); Jen Cousins (TLO/Secretary ); Emma Rose (Head, TLSE)  Cathy McCrohan (CMcC) and Chris Godden for item 1.  Delia Vazquez and Ben Heppenstall for item 2.  **Apologies:** Anna Goatman (AMBS); Xavier Duran (AMBS); Katy Woolfenden (Library); Emma Atkins (SU) |  |
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| **4.Minutes of the last meeting** | **Received: [HTLC/2/17]**   * The minutes were approved as an accurate record. |  |
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| **5.Matters arising** | **Received: [HTLC/3/17/5]**  **Actions Arising from HTLC of Weds 8 November 2017**   |  |  |  |  | | --- | --- | --- | --- | | **Item** | **Action** | **Responsibility** | **Update** | | **1. Pre-HTLC Discussion** | ST to contact T&L Directors to take forward further discussions on rolling out Academic Adviser training | ST |  | | **4. Matters Arising** | ER to contact EA to discuss further opportunities to explore the theme of ‘student voice’. | ER/ EA |  | | **9. Library Update** | KW to feedback to the Academic Engagement Team that Schools feel there is not enough opportunity to provide feedback. | KW | **Complete:** KW has fed this back to the AE Team and will provide an update at next HTLC. | | **12. AOB** | PG to present an alumni relations plan to HTLC. | PG | **Ongoing:**  The University level Graduate Outcomes Strategy Group met for the first time on 04/12/2017. PG will be in touch with schools about local levels plans for any alumni communications. PG will make some initial recommendations at next HTLC. | |  |
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| **6.1 Chair’s Verbal Report** | **Reported:**   * The annual review of School SEAP’s and Operational Priorities is underway. * The University is looking to rethink its vision for 2024. |  |
| **6.2 Briefing Note\*** | **Received:** [HTLC/3/17/6.2] |  |
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| **7. Digest of School OFFA Funding\*** | **Received:** [HTLC/3/17/7] |  |
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| **8. School T&L Updates (AMBS)** | **Elinor O’Connor, Alliance Manchester Business School Teaching and Learning Director** gave a verbal update on teaching and learning progress within the School.   * AMBS have been recruiting a growing number of students in recent years, taking in excess of 600 UG and more than 1000 PGT students (excluding MBA students) in September 2016. A clear strategy was adopted during the 16/17 recruitment cycle to reduce numbers on both UG and PGT, in order to increase the quality of the intake. For 2017 entry, numbers were reduced by 60 on UG and 70 on PGT. In addition, there were only 20 grade drops in comparison to 90 in 2016. Colleagues have commented on the quality of the intake and are already seeing the benefits in the classroom. * Concerns have been raised within the School regarding the high number of Chinese students on PGT programmes and lack of diversity. The School has been concerned about this over-reliance on one market, the impact of limited diversity on the student experience, and Chinese students themselves have commented on the lack of diversity on programmes. A pilot was launched two years ago to move to a staged admissions process in PGT, as research showed that Chinese students tend to apply early in the cycle, whilst Europeans and North Americans apply much later. A staged process meant that there were still places available on programmes nearer the end of the cycle. The pilot proved a success, with the proportion of Chinese students across PGT programmes dropping to 47% in 2017 (compared to 57% in 2016). In addition, 29 new nationalities were represented across PGT programmes in the 2017 intake. * A review of undergraduate teaching has been underway. It has addressed issues of timetabling constraints and over-assessment. Course units are now more streamlined and the number of 20-credit units has been increased. Student feedback has been positive so far and a review of PGT teaching is planned. * In January 2017 the UG and PGT administrative teams were combined to form a single team. This has helped to streamline processes for both students and academics. A particular benefit is the new, larger, student support team for all UG and PGT students. * A revised, more flexible, MBA programme launched in September 2017. Students can now choose to exit with an award at 12, 15 or 18 months. * Faculty’s Periodic Review of AMBS took place from December 2016 -January 2017 and the School were pleased to receive good practice commendations.  The School are aware that they need to improve students’ sense of ‘belonging to AMBS’. It has been difficult to achieve a sense of community as colleagues and students are dispersed in various buildings on campus due to the renovation of AMBS West. * AMBS are planning to hold a Teaching Symposium in May 2018 at the new Executive Education Centre. The Symposium will focus on employability, enhancing feedback, enhancing the student experience and how to help students develop critical thinking skills. External speakers are being confirmed and there may be availability for colleagues outside the School to attend.   **Discussed:**   * ‘Leeds for Life’ at the University of Leeds appears to be our equivalent of ‘Stellify’. It focuses on being a member of the university community and is a powerful marketing tool. It was questioned how we could get academics to embrace ‘Stellify’ in the same way academics at University of Leeds fully embrace ‘Leeds for Life’. * The student representative reported that students do not understand ‘Stellify’ and many have never heard of it. There is marketing material along Oxford Road, but still students cannot grasp what it is. |  |
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| **9. Summary of UG External Examiner Comments** | **Received:** [HTLC/3/17/9] |  |
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| **10. Student Matters** | **Reported:**   * Exam timetables are released very late on in the semester, which causes numerous issues for students. It is stressful for students since they cannot plan their revision and time accordingly. In addition, travel prices increase meaning students have no choice but to pay high fares to get back to Manchester to sit their exams. | **FS to discuss the exam timetable release date with the exams office.** |
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| **11. AOB** | **Nothing to report.** |  |
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| **12. For information \*** | **Received:** [HTLC/3/17/12.1] |  |
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| **13. Date of next meeting\*** | Wednesday 7th February 2018 **2pm-5pm** in Committee Room A, Whitworth Building. |  |
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**HTLC Actions Arising from 6th December 2017**

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