**Faculty of Humanities**

**UNCONFIRMED Minutes of the Teaching & Learning Committee of 19th February 2014**

**2pm – 5pm, Room 4.38, Simon Building**

**Present**

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

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

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)

Harriet Pugh Faculty UG Student Rep, UMSU

Emma Rose Head of Faculty Teaching and Learning Support Services

Fiona Smyth Director of Teaching and Learning, SEED

Dave Williamson Director of Teaching and Learning, SoL

Judy Zolkiewski Assistant Associate Dean for Teaching, Learning & Students

**Ex-officio members:**

Cath Dyson Humanities eLearning Manager

Sarah Helsby Faculty Teaching and Learning Officer

Norma Hird Director of Undergraduate Studies, School of Law

Emma Sanders Faculty Teaching and Learning Officer

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

**By invitation:**

Guy Percival Head of Faculty Information Systems

1. **Apologies**

Members

Alex Bush (Faculty PGT Rep); Rosie Dammers (UMSU Education Officer); Mark Elliot (SoSS PGT); James Garratt (SALC UG – first hour only); Abi Gilmore (SALC PGT); Veronique Pin-Fat (SoSS UG – first hour only); Cathy Cassell (MBS T&L); Stuart Roper (MBS PGT)

Ex Officio Members

Elaine Ferneley (MBS MBA); Ilias Petrounias (MBS UG) – but issues re: timetabling received from UG Programme Support Administrator

Invitees

Becky Allen (Sab Intern); Emma Dixon (Sab Intern); Jane Hallam (Faculty Planning); Miriam Graham (TLSO)

1. **Minutes of the last meeting of 11th December 2013**

**Agreed:** The minutes were approved as a correct record, subject to a correction that Cathy Cassell is part of MBS, not SoL.

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

|  |  |  |  |
| --- | --- | --- | --- |
| ***Item*** | ***Action*** | ***Responsibility*** | ***Update*** |
| **5.1 Chair’s Report – Student Representation** | Share Student Rep role descriptors with HTLC members for information | Rosie Dammers/ Emma Sanders | Email sent to HTLC members 12.12.13. Completed. |
| A summary of Committee Structures and remits of Faculty and University Committees relating to Teaching and Learning to be circulated to members for information | Emma Sanders | Completed – see committee papers. |
| The Chair would arrange to meet with Faculty Reps. monthly, in addition to their being invited to HTLC. | Ewan Hannah | Completed, i.e. dates confirmed. |
| **5.2 Chair’s Report – Sharing External Examiners Reports with Student Reps.** | TLC members would like some broader contextualisation in connection with student access to External Examiner reports. | Miriam Graham (TLSO) | Ongoing. Paper drafted by TLSO going to TLMG on 24.02.14. |
| **5.3 Briefing Note**  | Invite Kingsley Purdam to a future meeting of HTLC. | Emma Sanders | Completed. See Agenda item |
| **6. Survey of UG Assessment Workloads in Humanities – Phase 1 Report** | 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. | Emma Sanders | Ongoing. Deadline t.b.c. |
| **7. Summary of NSS 2013 student comments** | Circulate Judy Zolkiewski’s SEAP Summary 13/14 to HTLC members once DAG have fed back any comments on it. | Emma Sanders | Email sent 13.01.14. Completed. |
| **8. New Teaching Building** | Extract of Clive Agnew’s presentation on the New Teaching Block to be circulated to HTLC members for wider consultation and feedback (by 21.01.14). | Emma Sanders | Email sent 17.12.13. Completed.  |
| TLO to collate feedback from Schools and forward to Fiona Smyth, as Humanities Representative. | Emma Sanders | Email to Clive Agnew 22.01.14. Completed.Email to Fiona Smyth 07.02.14. Completed.  |
| **9. Promoting languages and facilitating language learning across the Humanities** | SALC would agree a position om promoting languages and bring it back to HTLC for consideration. | James Garratt | Report back at HTLC of 19.02.14: see Agenda Item  |
| **10. Academic Malpractice in Group Work**  | Discuss the paper at UG and PGT levels and report back at next HTLC. | T&L Directors | Report back at HTLC of 19.02.14: postponed until HTLC 02.04.14  |
| Check how other Faculties deal with this issue and report back. | Lisa McAleese |
| **11. Mark Review** | Ascertain when the clarification on mark review from the central TLSO can be expected. | Lisa McAleese | Report back at HTLC of 19.02.14: postponed until HTLC 02.04.14 |
| **12. Student Engagement: Start of Year - Transition Projects**  | School of Law to contact Liz Sheffield, AD (TL&S) in FLS, for information. | Norma Hird | The funding to support this initiative is no longer available. Action no longer necessary. |
| Feed back to Clive Agnew that there is interest in Humanities. | Emma Rose | Completed. See Briefing Note. |

1. **Staff Training and Development – “A New Approach to Academic Staff Training and Learning”**.  **(Dr. Kingsley Purdam)**

**Reported:**

* **Kingsley Purdam:** from Social Statistics and the Centre for Census and Survey Research with a background in CPD, had been appointed to the post of University Academic Staff Training Director.
* **Key goal**: to bring together a coherent University framework for training and development opportunities aimed at experienced academic staff; to enrich the University’s current training course portfolio and delivery format, including links to Researcher Development, New Academics Programmes, Library portfolio of training, STDU offering including on-line resources, Faculty level provision (e.g. elearning) and bespoke training.
	+ Link to developments in UK Professional Standards Framework for Teaching and Learning, to enable colleagues to apply to be recognised as Associate Fellow, Fellow, Senior Fellow or Principal Fellow of the Higher Education Academy.
* **Informed by**: new University Policies e.g. Peer Review; feedback from the Staff Survey; evaluation of Masterclasses by attendees.
* **Approach** is CPD-based: training and learning can be a catalyst for new ways of thinking and to ensure you have the right combination of skills - work in new ways, save time, work effectively with colleagues and the University’s support services. (‘CPD for Academics’ STDU unit was currently under review).
* Individual staff members should identify their own training needs and record and reflect on learning and development. Intention is to foster reflective self-learning, rather than just going on a course.
* Linked to performance review and career development. Communicate link to PDR and career development.
* **Masterclasses** focus on skill-sharing by successful academic staff - first strand attracted 400+ participants. Scheduled at lunchtimes, discussion-based format useful space for sharing experience and struggles/solutions. Should form part of handover for staff assuming Programme Director roles etc.
* Topics informed by evidence and also university’s new policy commitments.
* New masterclasses scheduled from January. Programme to develop further in the Autumn.
* Each member of staff will be able to use the MyTraining online record of STU courses they have attended.
* Materials (podcasts including slides) will be made available online for staff who can’t attend or miss sessions. HTLC members were unsure that people would listen to podcasts.

There is a demand for a variety of sessions – may not be re-run and re-run. Kingsley acknowledged that the current offer is quite modest – there may well be a need to upscale the offer to reach more staff and meet demand.

[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, see: <http://www.staffnet.manchester.ac.uk/news/display/?id=11257>

More masterclasses and training opportunities will be added in the coming months.

**Action: HTLC Members** to encourage colleagues to attend Masterclasses, and suggest topics for workshops. If you have any suggestions for topics to be covered or would like to give a masterclass, please contact: courses-stdu@manchester.ac.uk

1. **Staff Development and Support**

**5.1 HNAP (Prof. Matthew Jefferies)**

**Reported:**

* A written annual report will be required by HPRC in May, but 13/14 sessions are already complete. 13/14 programme had 71 participants, as opposed to c.30 a few years ago. Project Diamond #2 has been announced, so numbers are expected to stay high.
* Steve Jones will cease as HNAP Coordinator in May, to take up role as Programme Director for the University’s PG Cert Teaching and Learning. Advertisement for Coordinator role will go out in due course. Dr. Ina Berg will be continuing as Co-Coordinator, so will provide continuity and support to the new appointee. This will also ensure in future that HNAP co-ordinator appointments will be staggered always ensuring continuity of support.
* HTLC Members were encouraged to think of potential applicants/nominees.
* HNAP participant questionnaire scores were down slightly down this year, to 3.65 from 3.81 (overall score). Some participants this year were disengaged and scored every session 1/5.
* Several Schools had issues with aspects of HNAP – some courses were felt to be too generic, e.g. for SoSS’ needs. Opt-outs had therefore been requested – a written proposal was pending for Matthew to consider, on condition that more targeted sessions can be provided by SoSS year-on-year to meet the same benchmarks as HNAP.
* There was a need to improve the engagement and attitude of participants.

**Confirmed:**

* HNAP was compulsory for anyone who is a probationer at Manchester – if they could demonstrate that they had already covered the material then they might be granted exemption from certain modules. However, there were certain modules – including the “Introduction to Manchester” – which all new staff must attend, no matter how experienced they were.
	+ It was also noted that exemptions from attending modules lay with the co-ordinators, overseen by the Associate Dean (usually delegated to the AAD with specific HNAP responsibility – currently Matt Jefferies)
* One would expect School WAMs to distinguish between new academics, and academics new to Manchester who had requested and been given exemptions from the majority HNAP sessions.
* Currently only the two HNAP Coordinators may grant exemptions, to ensure consistency of application.

**5.2 Peer Review Working Group (Prof. Judy Zolkiewski)**

**Reported:**

* The group had met a couple of times, and quick succession meetings were planned to provide solutions. Kersti Borjars would be speaking at the next meeting.
* Group had suggested that a “nominate for a Prize” box should be added to the University Peer Review proforma.
* Currently the intention was to dovetail University Peer Review with current peer review practice within Schools i.e. Faculty and School reviewers would review a member of staff at one and the same time. Schools should liaise with Faculty over who was being reviewed and when.
* All Schools in Humanities work to a 3 year review cycle, apart from MBS which reviewed all staff every year.
* There would be beneficial cross-fertilisation between Schools and discipline areas.
* Judy would undertake Peer Review Training on Friday. All Faculty reviewers would be required to have attended training before reviewing.
* Implementation planned as pilot (involving all Schools) through 2014/15 for full implementation 2015/16.
1. **Humanities Teaching and Learning Showcase: to review the operation and success of the T&L Showcase in January 2014 and to agree the format and potential topics for the next T&L Showcase in July** **(Ewan Hannah and Jonny Crook, TLSS)**

**Reported:**

* The January showcase attracted 62 attendees, supported by 39 presenters and convenors.
* There was representation on the stalls from many support services, plus Kingsley Purdam and the Atrium.
* MEC, Creative Commons and Alumni Relations provided materials rather than staff at stalls.
* There had not been a great deal of feedback, but what had been received was positive. The new format ½ hour quick-fire sessions had been well-received.

**Discussed:**

* Possible improvements for next time - more time dedicated for stalls and networking?
* The Showcase is not targeted at PSS staff. Could possibly have a one-off session on PSS issues, but we already have TLAN where PSS staff related to teaching and learning can share practice and raise issues.
* Keep session titles generic so as to not put off people – focus on techniques rather than discipline areas/subjects.
* Consider engaging a guest/keynote speaker to kick-off the event with an inspiring address?
* Or a session highlighting University resources available to support T&L, like My Learning Essentials or Staff Training and CPD? If we are going to do this we should go external and be more fundamental/inspirational i.e. rethinking our approaches.
* Timing of the event – is the January showcase too early in the year?
* Would it be better to hold a single, full-day programme rather than two half-days? The numbers don’t back up the fact that the January is less popular than July. Demand unsure… could pilot a one-day event.
* Uptake by 62 academics out of 1000s of Humanities staff is not evidence of great engagement – need to increase appeal. Some of the same faces come time and again, some new faces.
* University equivalent being launched by Richard Reece looking at eLearning: need to be careful we do not clash with this.

**Action: Emma Sanders** to remind HTLC members to get back to Emma Rose with future showcase topics and suggestions.

1. **Chair’s report**

**7.1 Associate Dean’s Departure**

* Chris had two more HTLCs before leaving UoM on June 15th, to take up a position as Pro Vice Chancellor for Teaching & Learning at Kent from 1st July.
* July meeting of HTLC would be chaired by Judy.

**7.2 Membership**

* Need to think about formal deputies/substitutes from Schools to ensure proper representation.

**7.3 Timetabling issues**

* Faculty SSLC - Dover Street building still causing complaints.
* SoSS - Scheduling still dropping out of CS; Student enrolments not pulling through from CS; TAs/Staff duplicate record in CS which mean TAs/Staff cannot view timetable.
* Bug in the system – ongoing issues with Scientia.
* MBS - MBS had reported a significant timetabling issue when the new semester started: one of their largest cross Faculty course units, Foundations of Finance, had only been assigned a one hour block on Monday at 10am in University Place Theatre B rather than two.  The impacted session ‘Foundations of Finance A’ (the course is split into two parts A and B due to its total cohort size of 702) currently has 497 enrolled on to it with the majority of students from SoSS, MBS and Maths.
* MBS had worked with CTS to try to resolve this, however a workable solution could not be reached.  A viable slot could not be found that worked for the wide range of students that take this unit as a core part of their degree programme (and with this being a full year unit students were already half way through and so those taking it as an option would not have been able to drop it and pick up something else). It was also felt that the student experience would be significantly negated if the course was either delivered out of core hours or split to 2 x 1 hour blocks (which there was also no scope to do due to the range of students who were taking this unit from across two Faculties).
* Ultimately, they were left with no alternative than to look externally to deliver sessions in Kings House.  If this unit was to continue to be delivered at Kings House for the rest of the semester, which seemed to be the only option , then the total cost of this external delivery is £11,942 + VAT (Total £14,330.40).

**7.4 Lecture Capture Rooms**

* Stuart Philipson had sent through an email outlining administrative requirements for ensuring academics are Lecture Captured in lecture capture rooms.

**7.5 Course Unit Selection**

* Lisa had convened meetings to discuss course unit selection for next year. 31st July 2014 was the centrally agreed date.

**Noted:**

* The planning timetable was giving cause for concern – bringing deadlines forward reduced flexibility and Schools’ ability to respond to changes/demands/problems.
1. **Student Matters**

**Agreed:**

* Student matters to become a formal item on the HTLC Agenda, following the Chair’s Report. **Action: Emma Sanders**
	1. **School Council**
* Suggested that there was a missing committee, one where students could set the Agenda.
* Rosie Dammers was piloting “Student Council” as a student-led forum with attendance from relevant staff, to plug this gap.
* Noted that a Faculty SSLG exists with attendance from service providers – Library, Information Systems, Estates, eLearning etc.
* Vero in SoSS – question about appropriate fora: where do students go to raise issues? At what level?
* Need to establish School Reps – there are too many Programme Reps to make consultation at Faculty level practicable.
* Law system seems to work well. SALC has a problem as a large, multi-disciplinary school, so a School Council could help.
* Training was required for reps to get feedback and ensure that students were being represented properly. Reps felt lost, unsure of how to express their views, not in the loop about how to respond. School and Faculty committee meetings were sometimes run in a manner that student reps found intimidating.
	1. **NSS**
* Concern was expressed by the student representative that 15 mins from some lectures had been taken up to advertise the NSS (as well as texts, 1 hour session etc.)
* The representative commented that if students were not completing the survey it was because they did not want to fill it out. Students did not want their lecture time encroached upon by NSS promotion.
* Dr Pin-fat had given a short presentation to each Discipline Area in SoSS, having obtained their prior assent, in response to University guidance on NSS promotion. Shout-outs were common practice within UoM. We are careful about how we encourage students to complete NSS.
	+ How should we get the message through to all finalists without overburdening them?
* Why not make it a requirement on Bb9? The amount of nudging from Ipsos Mori was quite enough.
* The representative was concerned that NSS undermines Student Rep system. However, the committee felt that both forms of representation were important and valid.
	+ Faculty level reps make change at Faculty level, Programme-level reps make changes at School level. Faculty and School need to echo each other – Programme-level reps within Schools can effect change at operational level.

Check University guidance on a) NSS promotion and b) shout-outs in lectures. **Action: Emma Sanders**

*Secretary’s Note: Shout-Outs*

*TLSO publishes the following guidance on “Lecture Shout-outs” – which may be used by students and /or by staff - within the Manual of Academic Procedure (MAP) -* [*http://www.tlso.manchester.ac.uk/map/studentsupportdevelopment/communication/lecture-shoutouts/*](http://www.tlso.manchester.ac.uk/map/studentsupportdevelopment/communication/lecture-shoutouts/)

## *Background*

*1. Lecture ‘shout outs’ are announcements made before, during or after lectures, either* ***by students attending the lecture or by students, staff members or outside visitors who have requested permission*** *to attend in order to make a specific announcement. The purpose of this guidance is to set down some basic considerations around etiquette and suitability of ‘shout outs’.*

## *Principles*

*2. ‘Shout outs’ should only take place if the content of the announcement directly* ***relates to University matters*** *and is relevant to students attending the lecture, for example, information about student events, student representation activities, meetings relevant to students, etc.

3. Individuals wishing to make a lecture ‘shout out’ should seek the permission of the relevant lecturer prior to the lecture taking place. They should give details of the content of the announcement they wish to make, who the message is aimed at and approximately how long the ‘shout out’ is likely to take.* ***A lecturer must give permission*** *in order for the ‘shout out’ to take place.

4. If the lecturer feels that the content of the ‘shout out’ is not* ***relevant to the majority of the students*** *attending the lecture, they are able to decline the request for the ‘shout out’ to take place.

5. ‘Shout out’ requests from individuals or groups from outside the University should be directed to the relevant lecturer, Programme Director, School Office or equivalent for a decision regarding whether the ‘shout out’ should be permitted.*

*Secretary’s Note: NSS Promotion*

*Promotional advice on the University’s website explicitly mentions the idea of student reps doing lecture shout-outs, and also the idea that an academic could give students time in classes (if internet-connected computers are available) to complete the survey:*

[*http://www.staffnet.manchester.ac.uk/supporting-students/student-experience/nss/#SurveyComms*](http://www.staffnet.manchester.ac.uk/supporting-students/student-experience/nss/#SurveyComms)

1. **1% extra course charges**

**Discussed:**

* The University’s new “Policy on additional costs incurred by students on undergraduate and

postgraduate taught programmes” permitted additional costs up to a maximum of 1% of the tuition fee where required, but only when information on these costs has been provided to students, in writing, in advance of the start of the programme and in the programme handbook. Were any of our Schools charging this?

* How should we define cases of need, as per paragraph 3.6: “When placements and field trips are a mandatory requirement of a programme, Schools should endeavour to make a low cost or free option available to students and endeavour to make sources of funding or support available to help with travel or other costs (e.g. consumables) *on a needs basis*.”
* Schools had been asked to report on this at the HTLC meeting on 11th June.
1. **The University Library: My Learning Essentials (Sarah Rayner)**

**Reported:**

* Learning/Wellbeing/Employabilityare 3 strands of “My Manchester”, sponsored by Clive Agnew.
* Library underwent restructure in 2012 – part of the goal was reinvention of the library’s skills training offer. A learning development officer and an eLearning technologist were appointed. The Project Team also includes 6 x subject specialist librarians with experience in delivering skills training.
* Key points of student need were identified, and then a framework for supporting these student needs with limited resources was devised.
* ‘My Learning Essentials’ was launched Sept 2014. To date 57 workshops have been delivered, and have proved very popular with students - academic writing, reference management, successful researching are the top 3 best-attended workshops. The team have supported c. 840 students, and received >25k hits on the website.
* The team adopted a blended approach, consisting of interactive online resources, supplemented by drop in skills sessions and face to face workshops.
* There are **2 workshop strands**:
	+ 1. Curriculum-linked (to be developed within Bbd spaces). 40 delivered in Faculty of Humanities (module-based) – none as yet from Law. Other Schools are having modules delivered for them.
		2. Open programme – places bookable via website. 6k students have taken part, 3k from Humanities.
* Jennie Blake manages the workshop programme. Workshops use a “facilitator” method centred on personal development and include a range of partners, e.g. Manchester Museum, Careers, ULC
* **Skills clinics** – library skills drop-ins available for personal, 1 to 1 support. Careers have also started offering skills clinics under the MLE umbrella.
* **27 Online Resources** cover a broad range of topics, grouped under 6 themes. Resources are not assigned a “level”: students self-select based on what topic they need. They are available without need to log in. More are planned for development.
* **Next steps** – suggestions box online for new topics to be covered. Converting popular workshops into online resources e.g. academic writing. More work with Careers planned – resources for the Atrium.
* Aim for all students to complete a skills module. FLS are piloting this – they have made it compulsory for students before completing Dissertation.
1. **Library Report**

**12.1 Library and AGLC Usage over the January Exam Period**

**Received:**

Statistics on use of Main Library and the Alan Gilbert Learning Commons (AGLC) during the January Exam Period, broken down by Faculty and by School.

**Noted:**

* Similar proportions of Humanities are using the Main Library and the AGLC. SALC students, however, use the Main Library much more heavily than the AGLC during exams.
* There is capacity for students to study during the night where they want to, as demonstrated by the line graphs.
* c. 600 students in the AGLC was seen as it being “full”.

**12.2 Loss of Digitised Library Resources**

**Reported:**

* A recent re-negotiation of the terms of the repertoire exchange agreement which exists between the UK’s Copyright Licensing Agency (CLA) and their US counterpart the Copyright Clearance Centre (CCC) has meant that a number of US publishers that had previously permitted copying of their publications under the Higher Education Scanning Licence have now effectively rescinded that permission. Some item have therefore been removed this from our collection of scanned documents.

**Discussed:**

* In the short term, would the library be willing to house additional copies of affected articles in the short-loan section (and in subject area libraries)? Many of the digitized items are seminar texts, so their non-availability could pose serious problems for the course units concerned.

*Secretary’s Note:*

*The take down notice for these items was very short and in order to comply on time the Library were not able to check alternative methods of provision for each case.*

*Katy Woolfenden has been advised that placing photocopies in High Demand may be permissible in some, but not all, cases.  Each case will need to be individually checked against the CLA photocopy licence to be sure.  The Digitisation Team and the High Demand team were happy to check this for individuals on a case by case basis.  To action this, HTLC members should advise colleagues to forward the details for checking to either the Digitisation Team or the High Demand Team  :* *uml.e-learning@manchester.ac.uk**or* *uml.highdemand@manchester.ac.uk*

1. **Approval of Faculty Policy on Online Submission, Plagiarism Detection, Marking and Online Feedback (Lisa McAleese)**

**Reported:**

* This Policy had been recommended for approval by School eLearning Leads at the most recent meeting of eLSG (29.01.14).
* University eLearning Management Group has been asked to fund systems to support our needs at a University level.

**Discussed:**

* Some academics in Schools such as Law, who had piloted Grademark, had reported that it felt clunky and not fit for purpose. They were concerned that their feedback apparently did not appear to have been taken on board, given this University move to roll out online marking.
* There was an online forum for feeding back complaints and issues. This forum is what IS / eLearning use to determine their priorities.
* Some academics found Grademark useful. Dropbox had also been installed, which was helpful.
* However, it was unclear whether there was evidence that Grademark had actually been helpful in improving the quality of feedback?
* To some extend this was dependant on the user.
* The infrastructure was very slow.
* In addition, it was felt that it took some academics longer to mark online.
* The policy was a working document which had been based on current practice within Schools and influenced by eLearning leads. Roll-out was going ahead but can be modified. Concern that there is too much leeway
* SoL’s WAM is being adjusted to reflect the fact that marking and feeding back by Grademark is more time consuming than traditional methods.

We don’t know how to feed back to colleagues on how their feedback on the use of new technology has influenced University eLearning strategy or operations.

**Noted:**

* Paragraph 3.4 of the Faculty Policy states that “Faculty’s recommended method is Grademark” but that marking may be undertaken offline. However, all feedback must be delivered via Bb9.

**Agreed:**

* 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). **Action: Lisa McAleese**
* HTLC requires more detailed and systematic feedback from Schools on what the academic issues are with Grademark and Tii. **Action: Cath Dyson.**

**Approved.**

1. **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 (continued from previous meeting) (James Garratt)**

**Reported:**

* ULC would enhance Level 1 LEAP units to Level 3. Course Unit Specs to be forwarded to TLO for approval. **Action: James Garrat/Emma Sanders**
1. **Consultation on implementation of the University’s proposed attendance monitoring Policy and** **Regulation on Attendance and Wellbeing of Students & Policy on Monitoring Attendance (Lisa McAleese)**
* Feedback had been received by Lisa McAleese from SoSS and MBS and SALC.
* In response, Lisa would be mapping out current practice with Administrators to share experience and good practice.
* Emma Hilton-Wood had been investigating what University systems could be used to support monitoring and reporting. (Humanities seem to use CS, but other Faculties may need to adapt their processes).
* The University focus was on monitoring and reporting, not recording attendance in the first place. It was suggested that investment in swipe cards to actually create the record of attendance should be a priority, as this is currently very time consuming for academics and administrators.

**Agreed:** HTLC must feed back that the recording attendance is very time consuming for academic and PSS staff. University should focus on this as well/instead. **Action: Lisa McAleese**

Any other additional comments – please email to Lisa McAleese by Friday 28th February for reporting up. **Action: HTLC Members**

1. **Semester 1 deadline for unit surveys (Vero Pin-Fat)**

**Discussed:**

* Deadlines are sensitive to the value put on the Unit Survey and understanding about its purpose. What is the primary purpose of unit surveys? What is the rationale for deadlines being set so soon/the timescales for completion being so compressed?
* HTLC believed that the imperative was to gather meaningful data, not to get it within a short time period. Therefore, the longest time possible be given for completing the unit surveys.
* If the aim of the Unit Survey is to get feedback on the quality of courses and student reception of provision, assessment and feedback, then holding them open longer seems permissible.
* If the aim is to respond quickly to student feedback, then we would suggest that unit surveys are not the best mechanism for quick responses. Informal surveys (and other student feedback mechanisms) half way through a module are more appropriate for that. Either way, this doesn't suggest the necessity of short deadlines for the unit surveys.
* A prime purpose and use of the unit surveys is for course unit development and a way for staff to improve their own provision and teaching. Since nobody teaches the same unit in each semester, there is no pressing time constraint to provide this feedback to them. Unit specific feedback is only actioned the next time the unit is taught. Feedback on teaching (rather than course design and content) is useful no matter what course unit it is from, but the low response rates mean that the feedback currently received in the small time-window is of low value.  HoDAs/teaching directors are unable to use the data confidently to raise concerns with staff about individual teaching performance, for example.
* There should be institutional memory regarding unit survey deadlines. Last academic year HTLC secured an agreement to extend the semester 2 deadline for unit surveys. In semester 1 of this year the short deadline was reinstated as if HTLC had not made its case and been heard.
* The centre should be consistent - although the centre began with a short deadline in semester 1 this year, it was then extended at the eleventh hour. It is confusing School committees are a little exasperated that we repeatedly take one step forward and then one step backwards. This is damaging confidence in the Survey.

**Agreed:** 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. **Action: Emma Sanders to liaise with Kim Comer, TLSO Projects Officer.**

1. **Guidance for Boards of Examiners on dealing with failure as a result of application of a penalty (Lisa McAleese)**

**Discussed:**

* The scenario outlined in the paper had arisen as a result of Faculty’s Policy on Penalties for late submission of assessed work.
* If a student had achieved the ILOs and been awarded a pass mark for the piece of work, but had this mark had then been reduced to a fail as a result of the penalty for lateness (only), why should the student be required to resubmit the piece of work again?
* The suggestion was that no resubmission should be required, but the mark should be capped at the lowest compensatable mark, thus treating the first paper as a resubmission. Whether the piece of work was 100% of the unit assessment (as in a dissertation) or a component piece of work, the UNIT mark would be capped, in accordance with University regulations.

**Action: Lisa McAleese** to revise the Faculty Policy on Penalties for Late Submission to include this guidance, circulate it to all HTLC members, and take to TLAN for information.

1. **Sub-Committees: eLearning Strategy Group and IS and Web Sub-Committee (Emma Rose)**

Not addressed due to lack of time: take forward to next meeting.

1. **1st December HESA census data 2013-14 (Emma Rose)**

Received for information.

***NB:*** *More detailed data is available from the University website as follows:*

* [Student numbers by fee status, level of study and mode of attendance](http://documents.manchester.ac.uk/display.aspx?DocID=19130) 
* [Student numbers by domicile, ethnicity & level of study](http://documents.manchester.ac.uk/display.aspx?DocID=19132) 
* [Student numbers by region of domicile and gender](http://documents.manchester.ac.uk/display.aspx?DocID=19134) 
* [Overseas students by country of domicile, level of study and mode of attendance](http://documents.manchester.ac.uk/display.aspx?DocID=19136) 
* [Overseas entrants by country of domicile, level of study and mode of attendance](http://documents.manchester.ac.uk/display.aspx?DocID=19138) 
* [Students by level of study and gender](http://documents.manchester.ac.uk/display.aspx?DocID=19141) 
* [Summary by level of study, gender and mode of attendance](http://documents.manchester.ac.uk/display.aspx?DocID=19143) 
1. **\*Summary of External Examiner Comments (PGT) 11/12 (Emma Sanders)**

Received.

Bring back to HTLC any issues arising for discussion. **Action: HTLC Members**

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

Received.

Bring back to HTLC any issues arising for discussion. **Action: HTLC Members**

1. **\*Faculty Conference 2013: Outcomes of discussions and recommendations for future work**

To receive for information [HTLC/4/13/19, enclosed].

1. **\*Project Charter for the University Marking & Assessment Group**

To receive for information [HTLC/4/13/20, enclosed].

1. **\*Student Interruption Requests since the last meeting**

Received.

1. **\*TLG Consultation – Review of Policy and Procedures Relating to Mitigating Circumstances**

Received.

Please return any comments to the HTLC Secretary by email. **Action: HTLC Members**

1. **\*Report on Examinations 12/13, from TLG**

Received.

Please return any comments to the HTLC Secretary by email. **Action: HTLC Members**

1. **\* Information circulated since the last meeting**

Received.

1. **\* Notes from the following sub-committees are available on HumNet:**

Noted.

* Humanities Intake Management Group (12/11/13)
* Humanities Employability Network (09/12/13)
* Humanities Intake Management Group (20/01/14)

See: <http://www.humanities.manchester.ac.uk/humnet/committees>

1. **A.O.B.**

**26.1 Lecture Capture**

* List of lecture capture rooms with usage circulated by Stuart Philipson – sent to T&L Directors.

**26.2 Loyalty Bursaries for PGT**

**Reported:**

* DAG and HPRC had approved the paper on the Provision of Bursaries for Taught PGT Students [HPGT/4/12/4]
* All Schools in Humanities will offer either a £3k bursary or a £3k fee waiver to UoM graduates with a first class degree from any subject at UoM, who register for a UoM Masters within 3 years of graduation.
* To take effect in 14/15 recruitment cycle for Sept 2015 intake (applicable to all modes of study).
* Lisa McAleese is working with Antoinette Perry to a develop marketing campaign.
* Heads of School are aware that the bursaries need to be built into School budgets.
* For IM students who wish to “top up” to full Masters, a 1/3 discount of the top-up fee should be offered, i.e. c. £1k.

**26.3 Faculty Prizes**

**Reported:**

* A group was to be established to look at implementing Faculty cash prizes for students who achieve the highest overall average mark for their year, regardless of programme or School. [Ref. HTLC 1/13/10 and HTLC 2/13/6]
1. **Date of next meeting**

Wednesday 2nd April 2014, 2-5pm, Ken Kitchen Room, John Owens 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 JRUL Director of Teaching, Learning & Students

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 Perveen Niaz Faculty Planning Officer

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)