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

**7 February 2018, 2pm – 5pm, Committee Room A, Whitworth Building**

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| **Item** | **Noted** | **Action** |
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| **1. SLP Update** | **Delia Vazquez , Senior Lecturer and SLP Academic Lead, and Ben Heppenstall, Head of Business Change and Engagement** gave a verbal update on the Student Lifecycle Project.   * The SLP is currently at the heart of the Integration Stage, whereby 14 work streams from pre-application to graduation are looked at holistically by the senior team to map processes. * The Scope Review Stage will take place 19th February – 5th March. During this stage, senior colleagues (including academics) will approve which processes are in scope for the first SLP release in September 2019. It is important to note that this is a sign off on the initial release – SLP will continue beyond the first release.   Example outcomes of SLP:   * **Application forms** will be reduced from 60 different forms to just 15. The online form will be triggered by the course details entered, so the process will appear as just one form to students. * **A dashboard** will be created via MyManchester for both staff and students. This will create efficiencies as students will be able to see their exam results, attendance and more via just one portal. It will also be mobile friendly. * **Seminar attendance** will be tracked online by seminar leaders via the My Manchester portal. * **The exam paper approval process** will be held in a central portal. This will generate automatic notifications to staff. * **Grid A’s** will be generated by the SLP process which will create efficiencies for staff. * **A centralised timetable** for all students will be introduced. FSE are currently pioneering a live timetabling model which allows room bookings to be performed instantly in real time. This has reduced timetable change requests significantly across the Faculty. * Students will perform **course unit selection via My Manchester,** however, the timing of course unit selection will not change. * My Manchester will contain a **calendar diary interface** which will allow students to see classes as well as employability events and appointments. * The new My Manchester interface will launch in January 2019. The first release of SLP and the student/staff dashboards will launch in September 2019. * After the Scope Review Stage, SLP will move to a significant period of Ways of Working (formerly Roles and Responsibilities). Further input will be required from colleagues across the university at this stage to determine where SLP processes should sit (central, Faculty or School, or a mixture). SLP will be the operating model of the university and extensive user testing of the technologies will accompany this stage.   **Discussed:**   * Students would be concerned if any new data on them was being tracked due to the SLP process. It was confirmed that the My Manchester dashboard will allow students to opt out of certain tracked data, giving them control over the information collected about them. |  |
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| **2.Welcomes and Apologies** | **Present:** Fiona Smyth (Chair -FS); Emma Rose (Head, TLSE); Rachel Walton (TLO); Thea Cameron-Faulkner (AD); Anna Verges-Bausili (eLearning - AV); Liam Harte (SALC); Olivia Meisl (Hums UG Rep); Ken Clarke (SoSS); Matt Jefferies (SALC); Lisa McAleese (T&L Manager - LMcA); Jen Cousins (TLO/Secretary); Kat Woolfenden (Library); Paul Gratrick (Hums Careers); Kieron Flanagan (AMBS); David Spendlove (SEED); Philip Handler (SoL); Anna Goatman (AMBS); Elinor O’Connor (AMBS)  Delia Vazquez and Ben Heppenstall for item 2.  Chris Godden for item 8.  **Apologies:** Becki Bennett (AD-DL) Xavier Duran (AMBS); Wendy Wild (AMBS); Reva Jain (PGT Rep) and Emma Atkins (SU) |  |
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| **3.Minutes of the last meeting** | **Received: [HTLC/3/17]**   * The minutes were approved as an accurate record. |  |
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| **4.Matters arising** | **Received: [HTLC/4/17/4]**  **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 | **Complete:** A student consultation group is taking place on 27th February 2018. | | **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. Please see HTLC/4/17/15.2a &b |   **Actions arising from HTLC of Weds 6 December 2017**   |  |  |  |  | | --- | --- | --- | --- | | **Item** | **Action** | **Responsibility** | **Update** | | **1. Presentation: University College for Interdisciplinary Learning** | CMcG to contact CMcC to discuss a ‘Legal Tech’ course unit. | CMcG / CMcC | **Complete:** SoL are in the process of appointing an academic lead for Legal Tech | | **2. Update on the Student Lifecycle Project** | JC to invite SLP to HTLC in 2018 to provide an update. | JC | **Complete**: SLP attending HTLC 07/02/2018 | | **10. Student Matters** | FS to discuss the exam timetable release date with the exams office. | FS | **Complete**: Timetables cannot be released any earlier due to the various processes associated with exam scheduling, including the quality of data received and DASS arrangements | |  |
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| **5.1 Chair’s Verbal Report** | **Reported:**   * FS is meeting with Heads of Schools in the coming weeks to discuss student number planning, in which there is a continued focus on student quality. * The pass mark for an integrated master’s course is confirmed as 40%. A new procedure is to be confirmed regarding rescinding degrees. * The university has confirmed it will again be running both the PGT Dissertation Survey and Programme Level Undergraduate Surveys in 17/18. Any additional feedback on the Programme Level Survey should be sent to Lisa McAleese. * A new course unit descriptor template is being developed centrally. This is in response to a CMA Task and Finish Group and is anticipated to be a ‘single point of truth’ document, thus reducing duplicated and sometimes incorrect course unit information. It is anticipated that new course units will use this template immediately, with Schools then having 3 years to roll out the template for all course units. * The Faculty’s Moderation Procedure has formed the basis of a new university-wide procedure currently under discussion at TLG. The university-wide procedure is in line with Humanities’ Procedures so there will be little change for Schools. * The Student’s Union have confirmed they will once again be boycotting the NSS in 17-18, along with some other UK institutions. * It was noted that Schools are concerned about the consultation process regarding changes to university policy and procedures. Schools often provide lengthy, coordinated feedback on proposed changes, however there is no explanation from TLSO/TLG on how this feedback has been considered. It is difficult for Schools to engage staff in further consultations when no feedback is provided. It was confirmed that TLSO have a consultation webpage (<http://www.staffnet.manchester.ac.uk/tlso/news/consultations/>) which often includes a statement on consideration of feedback after a policy is approved/amended. | **Action: FS to raise the issue of lack of feedback during the consultation process with TLSO** |
| **5.2 Briefing Note\*** | **Received:** [HTLC/4/17/5.2] |  |
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| **6. Admissions Report January 2018** | **Received:** [HTLC/4/17/6]  **Reported:**   * There is a 2% drop in UCAS applications nationally, however Humanities at UoM currently has an increase of 3%. We are currently predicting shortfalls against the budget in both SALC and SEED home applications. * It has been suggested that the pattern of home applications on PGT is shifting due to less competition for funding. Since the reintroduction of PGT Loans home students are applying much later on in the cycle. There is still some concern around managing diversity in some PGT discipline areas due to an influx in applications from one domicile. * We are now in a key period of conversion activity on the UG side. Faculty are planning an offer holder event in London for Humanities programmes. * A Faculty group is looking at how we can attract applications from A\* students since lots of work has been undertaken in the last few years in relation to attracting students from the lower end of our entry tariff. An initial report will be produced at the end of March. |  |
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| **7. Subject Level TEF (open discussion)** | **Reported:**   * Universities will enter Subject Level TEF in 2020. Submissions will be based on retrospective data along with a supporting commentary. * In preparation for this, the university is asking all subject areas to produce a 5 page commentary in the coming months. There are currently 2 models which could be used for Subject Level TEF; Model A which breaks down disciplines into a number of areas such as ‘Business and Law’ and ‘Philosophy and Religious Studies’; or Model B which breaks down subjects at a high level such as ‘Arts and Humanities’. The university will prepare in line with Model A. * HTLC is asked how the Faculty and University can support Schools during this process.   **Discussed:**   * It was noted that it would be useful to have validation on scope and parameters of the data used in Subject Level TEF in order to prepare and write the supporting commentary. It was confirmed that data would include NSS scores for the latest 3 years, continuation data, DHLE and UEQ data. Negative and positive flags are produced in relation to the data. It was confirmed that LEO data would not feature in Subject Level TEF. * It was queried how TEF Panels would deal with the absence of data (NSS 2017 data, for example). It was noted that the remaining data would still be considered but that supporting commentaries are also important. The Higher Education Academy’s (HEA) study on gold level TEF submissions showed that those institutions clearly evidenced how they valued teaching in their commentaries. We won’t see results from Subject TEF pilots in order to learn from them, since universities opted in voluntarily and results won’t be made public. * Schools have recognised that not having the data to hand at all times is an issue. In addition, support may be needed to facilitate cross- school and cross-faculty discussions where there is a cross over in subject areas. * It was noted that Schools and Faculties often don’t play up their strengths and that more focus needs to be placed on recognising what our institution does differently to other institutions. For example, the extent and scale of lecture capture at UoM should be referenced as part of our strong narrative. * It was suggested that the use of externals would be beneficial in identifying good practice in subject areas, much in the same way externals are used in periodic review and REF. | **Action: FS to meet with T&L Directors to discuss how to prepare for Subject Level TEF** |
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| **8. Teaching Intensity Group** | **Reported:**   * Elinor O’Connor and Chris Godden are representing the Faculty on a university level Teaching Intensity Group which was established in September 2017. The group is looking at teaching intensity in a broad sense, including what we mean by teaching intensity, contact hours, scheduling of semesters and more. HTLC are asked to feedback any questions or comments they have around teaching intensity to Elinor or   Chris.  **Discussed:**   * It was noted that students would welcome a break between semester 1 exams and the start of semester 2. If students have exams at the end of the exam period they have no rest period and semester 2 subsequently feels very intense. It was, however, recognised that semester 1 exams may already need to be extended to a 3 week period from a 2 week period, as there are too many exams to be scheduled. There would then be a question of how students would fund themselves for an extra week on campus. * It was confirmed that the aim of the group was to understand the teaching intensity metric used in Subject Level TEF, but also more broadly to investigate how teaching intensity contributes to the student experience. It was suggested that the group broaden their remit to include teaching and learning, rather than just teaching. It was confirmed that the assumption of the group is that learning is implicit in the remit. * FS would welcome a discussion around the calendar of teaching semesters. It was noted that graduation was a key date and that all other scheduled activity rests on this. If graduation could be moved to a later time, we can start to think creatively about the calendar of teaching, however in the past the university has said this is not a possibility. * It was noted that the use of Teaching Assistants can increase your teaching intensity score, but that TA’s need to be formally recorded on the timetable for this to be recognised. |  |
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| **9. Viva Voce for suspected Academic Malpractice** | **Received:** [HTLC/4/17/8]  **Reported:**   * The Faculty’s proposed procedure for dealing with suspected Academic Malpractice by viva voce (in exceptional cases only) has been revisited with Sally Bray, Interim Head of Campus Life. HTLC are asked to comment on, and approve, this final version.   **Discussed:**  The committee agreed to approve the proposal for the next academic year (18-19). Programme handbooks should be updated for September 2018. The following revisions were agreed:   * In 2. A) ‘i.e’ is replaced with ‘e.g’ * Removal of F) as we shouldn’t be prescriptive on how much time it may take to discuss a students’ work – particularly if the work in question is a dissertation or long essay. |  |
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| **10. PGT Dissertation Survey Task and Finish Group Report** | **Received:** [HTLC/4/17/9]  **Reported:**   * The response rate to the inaugural PGT Dissertation Survey was very high – 49% for the University and Faculty of Humanities. * Results were very favourable however many comments focused on the disparity between supervisor engagement. There appears to be varying practice across the Faculty and even within Schools themselves.   **Discussed:**   * HTLC approved the following 5 recommendations proposed by the Task and Finish Group:   **Recommendation 1**  The Group concluded that another year of data from the PGT Dissertation Survey is needed in order to identify if there are any significant patterns emerging which require further investigation; the Group to reconvene in November 2018.  **Recommendation 2**  Establish a student focus group to understand their interpretation of each statement in the survey, and what might inform their response.  **Recommendation 3**  Schools are to review their process for changing a supervisor if the supervisee / supervisor relationship breaks down. Schools are to ensure that it is clear to students what they need to do and when, if this circumstance were to arise, and clearly set out what might be possible (i.e. manage student expectations).  **Recommendation 4**  Schools are to review their dissertation handbooks to ensure that the expectations of supervision are explicit for both for staff and students.  **Recommendation 5**  Share practice / issues on dissertation supervision at a future meeting of HTLC   * The group will reconvene again next year and will present an updated report to HTLC in 18/19. |  |
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| **11. Proposal to reinstate the Faculty Teaching Awards** | **Received:** [HTLC/4/17/10]  **Reported:**   * The proposal is to reinstate the Faculty of Humanities Dean’s Award for Teaching. The award was last run in 2011/2012 before being taken over by the Student’s Union. The Faculty wish to reinstate their award as additional to the Student’s Union award in order to recognise good teaching from the Senior Leadership Team. * Changes to the proposal include moving the nomination form online, rather than hard copy. Winners/nominees will also receive a certificate only, as opposed to a celebration evening.   **Discussed:**   * HTLC agreed that the timing of nominations should be considered so as not to cannibalise the Student’s Union award. A separate award could be considered for PGT dissertation supervisors, since they will fall out of the usual nomination period. In addition, Faculty should consider opening up an award for GTA’s and PSS staff. * It would disadvantage some academics who teach large cohorts to expect one student to gather 10 signatures from their peers. It is fairer to allow students to nominate individually. * The award criteria have remained the same since the awards inception, and are the same criteria used by the Student’s Union. The criteria should be considered ready for a re-launch of the award next year. Since the ‘Best in Blackboard’ competition no longer exists, the criteria should reference ‘effective use of technology in teaching’. | **Action: LMcA to bring a further paper on the award criteria to another HTLC in 17/18** |
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| **12. School T&L Update (SoSS)** | **Ken Clarke , Teaching and Learning Director in the School of Social Sciences,** gave a verbal update on teaching and learning progress within the School.  **Reported:**   * SoSS has 6 departments with over 200 academics. The School is unusual in that it has 3 large school-wide programmes, the BA in Politics, Philosophy and Economics (PPE), BA in Social Sciences (BASS) and BA Econ, which is jointly delivered with AMBS. The large cohorts on these programmes mean it can be challenging for SoSS to achieve high NSS scores. * There has been recent success in the economics department as a number of changes have been implemented. A curriculum reform which started in 2010 was finally implemented, with the first cohort being taught in 2016. This was driven by concerns over NSS scores and wider issues of the teaching of post-crash economics. An external review of economics lead to a restructure of the department in order to increase departmental identity and improve teaching. SoSS have seen some improvements to NSS scores in economics. * A review of Academic Advising in the School has refreshed the role and increased resources for this activity. * SoSS will soon launch a cross School Masters in Data Science, which has been a difficult to coordinate and prepare for due to the number of parties involved. There are currently lots of applications and the School are hoping to expand their provision in this area – perhaps into CPD. * The School has seen considerable success in the area of employability since the launch of an internship scheme. Students are also much more aware of opportunities since employability coordinators were introduced, putting employability firmly on the agenda. * The School continues to face a number of challenges. Firstly, NSS assessment and feedback scores need improving and there is scope to increase the use of peer review. Secondly, there is a clear difference in degree attainment between certain groups, mainly international, BAME students and white home students. The School continues to assess the foundation years they accept and will introduce an induction booster aimed at certain groups of students. |  |
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| **13. Distance Learning Update** | **Received:** [HTLC/4/17/12] |  |
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| **14. Student Matters** | **Reported:**   * Students have asked whether it is possible to receive their graduation date any earlier, since it is difficult to make arrangements particularly for international students. Engineering students are thought to have already had their date confirmed. It was noted that the 2 week period for graduation is already available via the website (<https://www.manchester.ac.uk/discover/key-dates/>) * Students have queried whether there is a School or Faculty procedure when dealing with mistakes in examinations. Students in one exam were notified of a mistake in a question only at the end of the exam, and since some students had already left, they then expected this to be communicated via email. It was noted that any issues like this are recorded by invigilators, and a report is forwarded to the School. These reports will be referenced at the exam board when consideration will be given to the issue/disruption. Students should be notified and reassured by their School/department in such instances. * Students largely support the upcoming UCU industrial action, however, there are serious concerns from final year students in particular about the impact this will have on students and their degrees. It was confirmed that the university is preparing its communication to students but that at the moment it is difficult to estimate the scale of the impact. Students should be reassured that HTLC members and other academics will support students as best they can during a difficult period. |  |
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| **15. For Information\*** | **Received:**  [HTLC/4/17/15.1]  [HTLC/4/17/15.2a]  [HTLC/4/17/15.2b] |  |
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| **16. Date of next meeting\*** | Wednesday 14th March 2018 **2pm-5pm** in Ken Kitchen, John Owens Building. |  |
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**HTLC Actions Arising from 7th February 2018**

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| ***Item*** | ***Action*** | ***Responsibility*** |
| **5.1 Chairs Verbal Report** | FS to raise the issue of lack of feedback during the consultation process with TLSO | FS |
| **7. Subject Level TEF** | FS to meet with T&L Directors to discuss how to prepare for Subject Level TEF | FS |
| **11. Proposal to reinstate the Faculty Teaching Awards** | LMcA to bring a further paper on the award criteria to another HTLC in 17/18 | LMcA |