**Faculty of Humanities**

**Teaching & Learning Committee**

**UNAPPROVED Minutes of the meeting of 10 June 2015**

**Room 6.207, University Place**

**Present**

Fiona Smyth Associate Dean for Teaching, Learning & Students (Chair)

Mark Baker Director of Teaching and Learning, SEED

Rebecca Bennett Director of Teaching and Learning, SoL

Sharon Clarke Director of Teaching and Learning, MBS

Lisa McAleese Faculty Teaching and Learning Manager

Veronique Pin-Fat Director of Undergraduate Studies, SoSS

Judy Zolkiewski Assistant Associate Dean for Teaching, Learning & Students

Matthew Jefferies Assistant Associate Dean for Teaching Learning & Students

Mark Elliot Director of Postgraduate Studies, SoSS

James Garratt Director of Undergraduate Education, SALC

Abigail Gilmore Director of Graduate Education

**Ex-officio members**

Nicola Lord Faculty Teaching and Learning Officer

Anna Verges-Bausili Faculty eLearning Manager

Guy Percival Head of Faculty Information Systems

Katy Woolfenden Head of Teaching Learning & Students, Library

Emma Sanders Faculty Teaching and Learning Officer (Secretary)

Rachel Walton Faculty Teaching and Learning Officer (taking minutes on behalf of Emma Sanders)

Elinor O Connor MBS Director of Postgraduate Studies

Norma Hird School of Law Undergraduate Studies

**By Invitation**

Liam Harte Incoming Director of Undergraduate Education, SALC

1. **Apologies**

Emma Rose (Head of Teaching and Learning Support Services), Jackson Maogoto (Law PGT Coordinator)

1. **Minutes of the last meeting**

**APPROVED**

1. **Actions and matters arising from the minutes of the last meeting of 22.4.15**

None

1. **Chair’s report**
	1. **Verbal report from the Associate Dean (Teaching, Learning and Students)**

**Discussed:**

* Committee members were reminded that an email had been circulated over the sustainability challenge and that 37 students are still required to take part from Humanities
* It was raised that this was the approximate number of incoming first year students onto one of the Law programmes (LLB Law with Criminology) and that contact could be made with the Programme Director to discuss inclusion of students. Law will facilitate this.
* The Guardian League Tables were distributed and whilst Average Entry Tariff scores were still a problem area, it was pleasing to note that improvement was seen around NSS and SSR.
* It was noted by the SoL that the SSR rate was different from the figure stated in the table
* It was also commented on that the proposed change in grading at GCSE level would have a knock on effect to A Level applications and therefore University entry and tariff scores. The committee agreed that this was a change that needed to be monitored closely especially as the proposed change to A Level funding would affect the subjects both offered and subsequently studied.

**Action:** Law to provide the Programme Directors name to be contacted regarding the sustainability challenge **(by Norma Hird)**

* + 1. **Briefing Note \***

**Received** [HTLC/6/14/4.2]

1. **Student Matters**

None

1. **Degree Attainment and Tariff Scores (Fiona Smyth)**

**Tabled:** Executive Summary [HTLC/6/14/6.1]

**Reported:** Data has been collated around degree class attainment and tariff scores. As a rule degree scores should be higher than the tariff scores which raises the question as to whether UoM are awarding enough 2:1s or 1st class degrees. In Humanities all subjects bar 10 (Sociology; Linguistics; Chinese; Law; Education; Architecture; Anthropology; Italian; Religions and Theology; Planning) show “Good Degree %” as being below the “Average Tariff Score” and therefore the data suggests that the Faculty awards fewer ‘good degrees’ than you would expect for the entry tariff. The question is then whether or not academics are using the full range of marks available to them or is it a wider issue with teaching?

**Discussed:** This will be a lead topic for discussion at the September Away Day and the University are asking Faculties to consider the following:

* Moderation processes
* Review of descriptors
* How can the faculty move away from a culture of ‘low’ marking
* Are we over assessing?
* Can we consider reduced scale marking – is there scope for a humanities model?
* Work with schools/programmes with significant negative z-scores
* Is the assessment mix appropriate?

It was pointed out that the majority of Russell Group Institutions included in the table have similar gaps in attainment and tariff scores. Oxford was identified as having a similar gap to UoM which raised the alternative question as to whether other institutions were awarding too many ‘good degrees’ or does it simply highlight the difference between tariff scores and expectations?

It was also pointed out that this is also an issue within the global market as whilst 70 may be seen as a high mark in the UK this is not the case internationally.

SoL queried as to whether other Schools use step marking, as this is routinely done in SoL for marks falling in the first class category. It was also noted that this is standard practice at Durham. It was queried as to whether step marking is easier to implement than reduced scale marking - SoL felt that it was.

The Committee also pointed to the UoM degree regulations which some External Examiners suggest make it harder to award a 1st class degree so are there structural fixes that can be looked at first?

The Chair further reported that FLS have already moved towards using reduced scale marking so this was being looked at further at University level and that a set of proposals will be brought to the away day for further discussion. However further comment was invited from the Committee prior to this, once the full report had been read.

1. **“Draft Statement of the Attributes required for a graduate of a University of Manchester postgraduate taught programme” (Fiona Smyth)**

**Received:** Draft Statement [HTLC/6/14/7]

**Discussed:** It was discussed that there is a large focus on research skills within the statements which separated it from undergraduate level. It was also noted that the statement should only apply to students who graduated with a full Masters, not those who exited with a PGDip or PGCert. It was also queried as to whether this statement is applicable to the PGCE students.

The use of the word ‘professional’ seemed somewhat overused, notably in the first line of the Personal Achievements section.

**AGREED:** The statementwas generally well received, however these points needed to be fed back to Louise Walmsley **Action Fiona Smyth**

1. **Framework for minimum requirements for contact at PGT (Lisa McAleese)**

**Received:** 8.1 To approve: Campus-based Framework for PGT contact [HTLC/6/14/8.1]

8.2 To approve: Distance Learning Framework for PGT contact [HTLC/6/14/8.2]

**Reported:** LMc reported that whilst minimum requirements are available at UG level, they are currently not available for PGT. Unlike at UG, the PGT Frameworks are not restricted by KIS Data requirements. The frameworks have already been considered by the PGT Committee and now require discussion and input from TLC. The aim of the frameworks is to establish consistent and minimum standards for contact at PGT level.

**Discussed:** The Committee members questioned where the minimum contact hours had come from and whether this would be considered as double counting? SALC notably has a large number of 30 credit units and there is a slight concern over being able to facilitate the minimum 40 hours. It was asked whether there would be criteria for exemption. It was confirmed by the Chair that this would be decided at School level.

It was further questioned as to whether the automatic doubling of contact hours with the doubling of credits was appropriate, the Committee agreed it probably was.

Concerns were raised over the ability to implement the frameworks effectively and what effect this would have on other activities such as research time and resources. It was discussed that contact hours did not necessarily mean face to face contact and therefore it would be left to unit leaders and/or Schools to determine because as a Faculty framework flexibility can be applied.

**AGREED:** It was agreed that a mapping out of the implementation of the framework was required before it can be agreed by TLC **Action Lisa McAleese** and all Schools will then pick up in their October SEAP meetings.

1. **Graduate Destinations and Employability Strategy (Matthew Jefferies)**

**Tabled:** Final DLHE PGD 13/14, and Response Rates [HTLC/6/14/9.1, 9.2 & 9.3]

**Reported:** MJ apologised for the late distribution of the Strategy [HTLC/6/14/9.3], this was due to the meetings only having taken place the day before TLC and requested that Committee papers feedback further comments once time has been taken to read the report fully.

In brief, it was reported that Faculty has been looking at a Strategic Plan for Employability for some time and has been taking steps to ensure it receives increased and sustained attention. It is noted in the papers that now the DHLE reports have been received, all schools have shown an improvement in final destinations and the Faculty result of 69.3% indicates that the Manchester 2020 target of 77% is looking attainable.

**Discussed:** The Committee questioned whether real improvement has been achieved or whether Faculty and the UoM have learnt from other institutions how to manipulate the data to suit its own requirements? It was felt that UoM had stayed very much within the rules and that 3 years of sustained improvement suggests that there is more at work than manipulation of figures. MJ commented further that Committee a number of improvements have been put in place in regards to embedding employability which the DHLE results would not yet see, the impact of these will hopefully be clearer as future cohorts graduate.

The Committee appreciated that whilst this progress was encouraging it needed clarifying in the strategy as to what the identified roles of Academic Advisor, Employability Leads and Senior Academic Advisors were actually responsible for in terms of embedding employability. The Committee also felt that execution of the strategy needs to be built into an implementation plan, particularly in line with new Policy of Advising which has been out for consultation

**Agreed:** TLC members to report back further comments to MJ by the 19th June 2015 **Action All TLC members**

1. **Technology in Teaching & Learning Sub-Committee (Judy Zolkiewski)**

**Reported:** The TTL Committee is the result of a merger between the eLearning and IT Committees which took place last year. In light of how University level changes were re-determining IT Provision and how IT was being strategically managed, it has been suggested that this Committee be disbanded as members were now being asked to consider wider university implications on IT strategy rather than a focus on Teaching and Learning.

**Discussed:**  GP highlighted the IT strategy was more about determining what gaps there are in IT provision, and how these can be filled. Cost would remain an issue and although Schools could make requests as to what resources would benefit them, there would be requirement for these to be costed against the resources already available and the strategic and operational priorities of the Faculty and Schools. It was felt those discussions would be better suited for this Committee rather than TTL. Additionally it was felt that as eLearning is embedded within Teaching and Learning this committee would again be a more appropriate forum for discussions surrounding eLearning developments

**Agreed:** Although these areas are perhaps better served by this Committee, it was felt that further discussion over the future of TTLC was required and it should be brought back to TLC as a future item on the agenda once the Chair of TTLC had given further thought to the implications of disbanding the committee **Action Judy Zolkiewski**

**11 Teaching and Learning Committee 1516 (Emma S and Lisa McAleese)**

**Received:** Proposed change to Programme Proposal process and revised HTLC Structure and Meeting Schedule for 15/16 [HTLC/6/14/11]

**Reported:** It has been proposed that in order to speed up the approval process for new programmes that Faculty will combine the UG and PGT Programme Committees into one monthly programme approval committee. Approvals for Collaborative Programmes will now also be required to come to these Committees to ensure QA procedures are being efficiently adhered to and members are kept aware of collaborative developments in other Schools.

**Discussed:** The Committee questioned whether elements of the new proposal, namely the Stakeholder meetings, were necessary for programmes that were being devised using components of existing programmes. It was felt that yes, it would be necessary, as whilst it may look straightforward on paper experience has shown that there are often aspects which do required further inspection and as the aim is to speed up the process it is more productive.

Membership of these panels was also questioned and the Committee agreed that this should depend on the proposed programme. The NPP2 process was also noted in the paper as coming to Committee, however it was felt that the Approval Panel process was a more robust procedure for final approval

**AGREED:** The new process will be implemented from Academic Year 2015/2016. TLO will create the a process document detailing the revisions **Action Nicola Lord**

**12 Annual Report on HNAP (and proposals for change) (Matthew Jefferies)**

**Received:** Copy of Annual Report [HTLC/6/14/12]

**Reported:** There are a number of key proposals which have been put forward to reform HNAP namely:

* Reduce contact time from 9 to 6 days
* Deliver part of the training online to allow for more detailed face to face sessions
* Split the larger sessions into strands of beginner and intermediate in order to tailor content more effectively and hopefully accommodate the increased demand for the programme

**Discussed:** It was asked by the Committee as to whether HNAP should be included in the WAM. It was agreed that there is no collective requirement to do so and that this is currently decide by Schools.

Note: At HTLC on 19/02/14 it was discussed:

“**Confirmed:**

* 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.”

Schools do also have an issue with being able to get their Academics onto the programme, there is no definitive solution to this as yet, although it is hoped that the creation of the two streams will make the programme more accessible.

**13 Units with fewer than 10 students (Fiona Smyth)**

**Received:** Overview and Trends and Summary [HTLC/6/14/13.1 & 13.2 & 13.3]

**Discussed:** The report showed a number of units with fewer than 10 students which needs addressing. The Committee wanted clarification of where the data comes from in order for them to check these units against it. It was reiterated that no School should be running a unit with fewer than 10 students and if they are this needs further exploration.

**AGREED:** Schools will check the raw data against units once received by the T&L Directors **Action: Emma Rose**

1. **Faculty Teaching and Learning Operational Priorities 14/15 (Fiona Smyth)**

Received: [HTLC/6/14/14]

This item was not discussed due to time constraints. The Chair invited updates to be sent to her via email.

1. **Consultation on revised Programme Specification template (Emma Sanders)**

Received: [HTLC/6/14/15]

Not discussed. Carry forward to the next meeting.

1. **Interruption Requests**

Received: [HTLC/6/14/16]

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

The Chair thanked all Committee members whose term was coming to an end for their hard work and contribution during their tenure

1. **\*For information**

18.1 PAG Programme Proposal-Amendment Tracker (EXCEL PAGES) [HTLC/6/14/18.1]

18.2 Collaborations Approved by Chair’s Action since the last meeting [HTLC/6/14/18.2]

1. **\*Sub-Committee Minutes**
* *Substantive items to be brought to HTLC as Agenda Items, by the Chair of the relevant Sub-Committee.*
* *Full Minutes to be posted to the new Humanities intranet site asap:*

20.1 \*Undergraduate Committee

10th May 2015

20.2 \*PGT Committee

27th May 2015

20.3 Technology in Teaching and Learning (TTL)

15th April 2015

20.4 \*Intake Management Group (IMG)

19th March 2015

12th May 2015

20.5 \*Employability Sub-Committee

20.6 \*Teaching and Learning Administrators Network (TLAN)

 N/A - 5th February meeting cancelled

20.7 \*Staff-Student Liaison Group

 N/A

20.8 \*Peer Review Sub-Group

t.b.c. June 2015

20.9 \*Appeals and Complaints Network

N/A – dates to be confirmed

20.10 \*Malpractice Network

N/A – dates to be confirmed

20.11 \*Portfolio Advisory Group

30th April 2015

1. **Date of next meeting**
* This is the last meeting of 14/15.

**Distribution:**

Faculty Officers

Dr. Fiona Smyth 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. Lisa McAleese Teaching and Learning Manager

Mrs. Emma Rose Head of Faculty Teaching and Learning Support Services

Manchester Business School

Prof. Sharon Clarke Director of Teaching & Learning

School of Environment, Education and Development

Dr. Mark Baker 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

Prof. Rebecca Bennett 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)

Harriet Pugh Education Officer

Cameron Austin Humanities UG Representative

Michael Spence Humanities UG Representative

Thom Elliot Humanities PGT Representative

**Ex-officio members:**

Dr. Ilias Petrounias MBS Director of Undergraduate Studies

Dr. Elinor O’Connor MBS Director of Postgraduate Studies

Ms. Norma Hird School of Law Undergraduate Studies

Dr. Jackson Maogoto School of Law Postgraduate Taught Studies

Prof. Elaine Ferneley MBA and MPA Director, MBS

Mrs. Nicola Lord Faculty Teaching and Learning Officer

Ms. Emma Sanders Faculty Teaching and Learning Officer (Secretary)

Ms. Rachel Walton Faculty Teaching and Learning Officer

Ms. Anna Verges-Bausili Faculty eLearning Manager

Guy Percival Head of Faculty IS

Mrs. Katy Woolfenden Library, Director of Teaching, Learning & Students

t.b.c. Associate Dean for External Relations

**By invitation:**

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

Amanda Grimshaw Faculty Lead for Recruitment and Admissions

Michelle Harper Faculty Estates Officer

Jane Hallam Faculty Planning Officer

Felicity Wicks Acting Faculty Marketing Manager (Student Recruitment)

Marie Gray Faculty Communications Officer

**For information to:**

Heads of School Administration

 Jayne Hindle – SALC

 Alison Wilson – School of Law

Janine Ellis - MBS

Catherine Tansey – SoSS

(**Not** Rosie Williams, by request) - SEED

School Teaching and Learning Managers

Abi Robinson - Law

Amanda Brereton (UG) - SoSS

Bernadette O'Connor (PGT) - SoSS

James Walker - SEED

Janice Dodds (Student Support) - SEED

Elizabeth Nolan - SALC

Fiona Fraser – SALC UG

Kevin Little – SALC PGT

Ashton Bamfield – SALC (Collaborative Partnership Administrative Officer)

Sarah Featherstone (UG) – MBS

Alison Walker-Twiste – MBS Head of Graduate Services

Hilary Garraway (PGT) – MBS

Jane Crombleholme – MBS Executive Education

School eLearning Leads

Neil Cobb - Law

Karen Niven - MBS

Liam Harte - SALC

Gary Motteram - SEED

Dan Rigby - SoSS

Employability Leads

Dinah Crystal – Law

Penny Clarke – MBS

Lindy Crewe – SALC

Craig Blyth – SEED (MIE)

Jennifer O’Brien – SEED (Geography)

Veronique Pin-Fat – SoSS