**Faculty of Humanities**

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

**9th March 2016, 2pm – 4pm, Whitworth Council Chamber, Whitworth Building**

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| **Item** | **Noted** | **Action** |
| 1. **Welcomes and Apologies:** | **Present:** Fiona Smyth (Chair); David Brown (SALC PGT); Ken Clark (SoSS); Sharon Clarke (MBS); Fred Craig (UG Student Rep); Gail Divall (TLSS); Anna Goatman (MBS UG); Paul Gratrick (Careers); Liam Harte (SALC UG); Norma Hird (SoL UG); Nicola Lord (TLSS); Lisa McAleese (TLSS); Elinor O’Connor (MBS PGT); Guy Percival (IT); Carol Rowlinson (Head of TLSS); Emma Rose (TLSS); Ally Routledge (UG Student Rep); Anna Verges (HeLM); Judy Zolkiewski (AAD); Emma Sanders (Secretary).  **Welcomes:** Miriam Firth (Employability Lead, SEED); Keith Brown (VP & Dean) at 3.00; Clive Agnew (VP, TL&S) at 3.30pm.  **Apologies:** were received from Mark Baker (SEED); Andrew Balmer (Interim Employability Lead); Becki Bennett (for first hour); Bruce Wardhaugh (SoL PGT); Katy Woolfenden (Library) |  |
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| 1. **Minutes of the last meeting of 10/02/16**  [HTLC/4/15] | APPROVED as a correct record. |  |
| **Matters and Actions Arising** [HTLC/5/15/2] | The University’s slightly revised UG & PGT Regulations have been circulated to Heads of School by the TLSO for implementation 2016/17.  Any further changes to Regulations would require approval from Senate.  AMBS requested confirmation that their current dispensation from the Taught Regulations can continue. The Chair reported that TLG’s view was that they would now have to be consistent with the rest of the University – there are no external accreditation reasons preventing them from falling in line.  **Carried forward from HTLC of Weds 11th November 2015:**   |  |  |  |  | | --- | --- | --- | --- | | ***Item*** | ***Action*** | ***Who*** | ***Update*** | | 1. **Draft Moderation Procedure: Faculty of Humanities (Lisa McAleese)** [2/15/6] | Circulate Draft Moderation Procedure plus Marking Policy to UG and PGT Exams Officers in Schools, for feedback and for implementation at 1516 BoEs if possible. | LMcA | **Ongoing:** a working group to be established pending issue of Uni guidance. |   **Carried forward from HTLC of Weds 9th December 2015:**   |  |  |  |  | | --- | --- | --- | --- | | ***Item*** | ***Action*** | ***Who*** | ***Update*** | | 1. **Distance Learning Update** | Fiona to get information on International Law tuition fees for the new DL programme. | FS | **Complete.** | | **14. Recommendation for dealing with suspected plagiarism in group work assignments [3/15/14]** | Take Faculty recommendations to the TLSO and determine what the University is doing in this area. | LMcA | **Ongoing:** proposals being looked over by the University’s lawyers. Jenny Gradwell met with Bruce W over concerns about collective culpability – LMcA to look at the findings and then reconvene Working Group to take forward. | | LMcA to confirm for Elinor, Madeleine Ryan and Sharon  what the position is re dispensation from PGT regs. |
|  | |  |  |  |  | | --- | --- | --- | --- | | ***Item*** | ***Action*** | ***Responsibility*** | ***Update*** | | 1. **Humanities IT Priorities - Updated (Guy Percival)** | Amend the Humanities IT Priorities Report in response to HTLC recommendations, and send to DAG and HPRC. | Guy Percival | **Completed** – will bring to next meeting in May. | | 1. **Assessment Procedure and Practice (assessment for learning)** | Consider hosting a Workshop on assessment and ILOs. | Fiona Smyth + Faculty TLSS | This will take place. Date t.b.c. | | Issue Faculty paper on Procedure and Practice to colleagues in Schools and return School / discipline assessment norms (for both UG and PGT) to Lisa McAleese by 1 March 2016. | T&L Directors | Feedback received from all but SEED. LMcA and FS to see how they diverge and then agree common ground to determine whether we are over-assessing. | | 1. **Revised University Marking Policy** | Be prepared to consult on University Guidance on Moderation when it comes out, and report back to Fiona Smyth in time for TLG on 04 April 2016. | T&L Directors | Ongoing: not out yet. | | 1. **Student Representation** | The Chair proposed that HTLC should ask Schools at the start of year how Schools are getting on recruiting student reps. | Emma Sanders | Complete. | |  |
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| 1. **Chair’s Report** |  |  |
| * 1. **Verbal Report**   2. **Briefing Note**   [HTLC/5/15/3.2] | **Reported:**  TLG  Books Right Here Right Now project – eBooks to be extended for 2016; terminology on reading lists will become more consistent.  Changes to GCSE and A-level syllabi  Some syllabi are changing more quickly than others, but the VP (TL&S) wants colleagues to be aware of the impact this may have on tariff scores and our own curricula, e.g. Independent Schools are expected to drop AS levels, which will reduce the tariff points a typical sixth-form leaver has.  To this end, Bob Hindle (Manchester Institute of Education) will give a presentation on the changes to next week’s Humanities Intake Management Group (IMG).  HEFCE funding letter issued  The latest funding letter from HEFCE talks a little about the forthcoming national Teaching Excellence Framework (TEF). It is expected that there will be more emphasis on contact hours  Although the exact definition of “contact” is still t.b.c. the Chair did not think Humanities subjects are out of line with our competitors, but HEFCE have been charged with looking at some sort of standardisation across the sector. We need to be very mindful of what goes into the KIS data.  **Discussed:**  It was suggested that, even if an area reports high contact hours, if they are all made up of lectures then that may not guarantee as good an experience as small group or individual contact.  **Reported:**  The University have just failed an internal audit of KIS data-gathering processes.  Expected that we will implement PGT Contact Hours Framework from 2016 but to be confirmed.  **Reported:**  Some non-compliant SALC units will struggle to timetable and get rooms at this stage of the year to be ready for 2016.  PGT Degree Attainment  An analysis of PGT attainment that originated in Humanities has been extended across the University. This shows that Humanities awards fewer Distinctions and Merits than the other Faculties. It also highlights that Overseas students get fewer Distinctions and Merits, and it was queried whether that explains our lower attainment.  The paper will be circulated to members after the meeting for information.  League Tables Analysis  Colin Bailey is chairing a benchmarking group looking at our League Table performance and the factors that influence it (and TEF). The University is increasingly interested in our position in the sector as a whole, rather than just the Russell Group. The following are of particular concern:   * Teaching Quality - UoM is currently 90th in the country in terms of teaching quality which we need to explore and address. It has been noted that there is no correlation between scores for Teaching Quality and scores for Overall Satisfaction (Qu22). * Tariff Score – this continues to be a concern. The idea of moving to a minimum ABB requirement has been dismissed at this point, but colleagues should be aware that this is an idea that may resurface.   **Update to Taught Degree Regulations Glossary of Terms**   * **‘Mark Review’ is now ‘Classification Review’** * **‘Graduate Certificate’ (GCert) and ‘Graduate Diploma’ (GDip) have been added**   **Minor Revisions to UG and PGT Regulations**   * **Put forward to Senate for approval in February. Revised versions will be published in due course.**   **Continuous Monitoring of the UG and PGT Student Experience**   * **Guidance has been updated to included reference to the Manchester Induction Framework (p12)**   **Guidance for the Periodic Review of Taught Provision**   * **Guidance has been slightly revised**   **Unit Surveys – Semester 1, 15/16**   * **Overall University response rate was 37.4%** * **Approximately 28% of courses achieved a response rate of 50% or more**   **Peer Support**   * **For the first time the University has offered Peer Support to every year one UG students either through Peer Mentoring or PASS** * **The Annual Peer Support Celebration evening will take place on Thursday 5th May 2016**   Periodic & Institutional Review Schedules.  Applications invited for the following posts:   * 1. **HNAP Co-ordinator** - closing date 21st March 2016   2. **Assistant Associate Dean for Teaching, Learning and Students** (2 posts) - closing date 2nd May 2016 | ECS to ask Katy for an update on BRHRN at next HTLC  ECS to circulate paper on PGT Attainment. |
|  | |  |  |  |  | | --- | --- | --- | --- | | **Date circulated** | **Document** | **Action** | **By when** | | 17/02/2016, email from Lisa McAleese | Faculty paper ‘Assessment Procedure and Practice’ + SALC’s guidance on undergraduate assessment length and weighting as an example. | Return School Assessment guidelines/norms to Lisa McAleese | 1 March 2016 | | 24/02/2016, email from Emma Sanders | Example Programme Specifications: BA Accounting (MBS); MA Film Studies (SALC) + proposed revised University template. | For reflection so as to improve the use of Programme Specifications | Ongoing | | 26/02/2016, email from Emma Sanders | Revised University Guidance on Examination Boards | Feed back to HTLC on implementation in Schools | See March Agenda Item HTLC/5/15/7 | | Policy on Ethical Approval of Research in Taught Assessment | See Agenda Item HTLC/5/15/8 | | 01/03/16, email from Emma Sanders | University Policy on Semester Breaks | For information | N/A | | Admissions Update (Emma Rose) | For information | N/A | | SAMG paper on PGT Loans | For information | N/A | |  |
|  | Dates of the Faculty eLearning Network meetings have now been confirmed for the remainder of the academic year, as follows:   * 6 April, 10-12noon, (venue t.b.c.) * 25 May, 10-12noon, (venue t.b.c.)   *Attendance is expected from eLearning Leads and eLearning Managers.* |  |
|  | Open Discussion on Teaching Excellence in Humanities.  2 - 3 colleagues from each School have been invited to an open discussion on the way in which existing excellent teaching is developed, identified and recognised across the Faculty. The meeting is scheduled for May and will be chaired by Fiona Smyth.  Recommendations will be brought back to HTLC. |  |
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| 1. **Student Matters** | Assessment, Grading and GPA  Tabled: paper on assessment, grading and GPA proposals compiled by Fred Craig and Ally Routledge.   * Generally, no one whom Fred and Ally spoke to is enamoured of the current marking system. * Generally, students were in favour of a system where it is theoretically possible to achieve full marks. * The transition to a new marking scheme will need to be clearly explained to students. * Few students felt over-assessed. * Some students, especially in Law, felt they weren’t getting enough assessment of a formative kind.   The Chair expressed the committee’s thanks to the UG reps for communicating this issue and consulting more widely amongst the student body.  Feedback received about Law modules specifically would be discussed between Norma, Ally and Fred after the meeting.  CTU/Room Booking  Fred had received complaints from SALC students about a) being put in the North Campus and b) having pcs that weren’t working and rooms closed when they got there.  The Chair said that this would be taken forward through SSLG channels. |  |
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| 1. **Distance Learning (DL) Update (Fiona Smyth)** | Staff are currently being appointed to the University’s Centre for Distance Learning.  Nevertheless, there is still a lot of uncertainty about progress, which will be dependent on the introduction of the new student records system, as well as a contract with Pearson or A.N. Other external body.  The plan is that DL will be limited to 1,000 students in 16/17. If the student records systems upgrade happens in 2017, then any further growth in DL would be after that.  (Originally Pearson as the external company were going to be responsible for student records etc. but now their input will be restricted to marketing). |  |
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| 1. **Employability (Paul Gratrick)** | To receive a report on the latest employability activity from HESC.  Welcome to Miriam Firth.  Meet the Professionals  10 x “Meet the Professionals” alumni events had taken place, 2 being hosted by each School. These had gone well, although the session on “Self-employment” was poorly attended, despite initial indications of student interest.  Employability Showcase  20th April 2016 was the date of the University’s first Employability Showcase. A Humanities “fringe” will showcase what we do, and each Faculty will give one presentation. The Division of History (SALC) will deliver the presentation on behalf of Humanities.  Blackboard  Individual School Employability Leads are looking at the standard core structure and whether it can be improved to flag careers and employability events, resources and issues.  PGT Progression  Paul has previously circulated a 1-page document giving figures about our graduates who go on further study here and elsewhere.  The next step is to see where they go to and why, after the official DLHE data for 1415 is released in a few weeks’ time.  Positive Graduate Destinations 1415  The DLHE collection for 1415 finished on Monday 7th March. Confirmed headline scores for PGD (Positive Graduate Destinations) are as follows:  AMBS 79.1%  SALC 67.7%  SEED 83.1% (up 11.5% and way above target of 67%)  LAW 80.1%  SOSS 76.5%  FoH 73.5% (Our target was 72. This is the first time we have achieved > 70%)  Uni 82.2% (An increase).  SEED lessons learned  As noted above, SEED has achieved a significant rise in PGD. Miriam Firth was in attendance to explain what SEED had been doing. Miriam had taken up the role of Employability Lead in December 2015. Her predecessor was Jen O’Brien.   * The Manchester Graduate Internship Programme (MGIP): There was at present just one in Humanities, which sits in SEED. The (1 year) intern has been fantastic. Projects included trawling LinkedIn to locate students, knowing what kinds of things to ask them and how to reach them as a recent graduate herself. Her role changes depending on the School’s needs and priorities. * A JACS analysis for SEED disciplines is to be undertaken to see how programmes compare with competitors. They have set a benchmark of being in the top quartile for their subjects. * “Unofficial” data collected at School-level was helpful in helping students in the 6 months between graduation and the DLHE survey: finding out what students want to do before they leave us along with their contact details bridges the transition gap. * SEED got information from the students themselves a via paper-based Employability Survey (with a disclaimer!) on Dissertation hand-in day. This information was used to follow up individuals and also so we knew which students to phone and which not in terms of returns. * Miriam has established monthly employability bulletins instead of lots of emails. * Employability Leads have been identified within departments, e.g. Planning has 6 employability champions across 2 programmes (!) * Miriam will meet Subject-level employability leads twice a year.   **Discussed:**   * In future Dissertations must be submitted online. Therefore Programme Directors / Head of Subject Area would need to propose suitable dates where all final year students would be gathered together to facilitate data collection. * 1516 DLHE data will influence TEF – we have to act now. * Run by Careers.   Agreed: Paul Gratrick will contact School Employability Leads to expand the use of School-based Graduate Interns, supported by Careers. |  |
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| 1. **Reduced Scale Marking (Fiona Smyth)** [HTLC/5/5/7] | To discuss potential models for reduced scale marking.  Reduced scale marking was raised at the Faculty T&L Away Day last summer, but discussions were inconclusive.  Warwick has a 17-point scale. The AD has proposed 3 models for discussion: Model A (15-point scale), Model B (20-point linear scale) and a 20-point non-linear scale was tabled at the meeting.  **Discussed:**   * It was accepted that quantitative disciplines might want more granularity than reduced scale marking allowed. * A disadvantage of the 20-point scale is that staff will continue to mark to percentage, and then convert that into a mark out of 20. * The purpose is to get people away from only marking up to 73%. * Nevertheless, we have to be able to convert the marks into a final classification. * The majority of the members (SALC UG, SALC PGT, SoL UG, AMBS UG) agreed that if changing mindsets and practice is the goal then Model A, the 15-point scale, would be preferable. * This also allows for more granularity. * If 95 was reduced to 90 and 85 to 82 it would be more successful at changing practice. * The non-linear 20-point scale might be easier for a student to understand, and means we can have similar number of categories. * But it would be difficult for a student to understand a difference between 10/20 and 50%. Some marks are worth more than others which sounds odd and indefensible to students. * Law is proof that step marking will increase firsts. However, the problem is encouraging staff to use the full range of first class, not getting from 68 to 75. * Moving towards letter grades would help change mind-sets. * Grademark shouldn’t be the impediment – what are the problems? Blackboard doesn’t either. * The would have to be a single Faculty scale. There should not be differences between or within Schools. | **ACTION:** Look into Grademark and BB issues and reportback.  T&L Directors to discuss all 3 models within Schools and bring back via email to HPRC. |
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| 1. [**Revised University Guidance on Examination Boards**](http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/assessment/sectionc-reachingdecisionsfromassessment/examinationboardprocedures/) **(Lisa McAleese)** | To discuss any issues arising from implementation from September 2015, for Semester 1 Examination Boards onwards.  No issues reported. | T&L Directors were asked to please email any issues to Lisa McAleese. |
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| 1. [**Policy on Ethical Approval of Research in Taught Assessment**](http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/assessment/sectionb-thepracticeofassessment/policyonethicalapprovalofresearchontaughtprogramme/) | To discuss any issues arising from implementation of the Policy from September 2015.  No issues reported. | T&L Directors were asked to please email any issues to Lisa McAleese. |
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| 1. **Report on Academic Advising in Humanities (Fiona Smyth)** [HTLC/5/15/10] | To discuss implementation of the University’s revised policy on Academic Advising, in light of the above report.  **Discussed:**   * Generally, every member of academic staff has advisees – the expectation in SALC is that everyone should do it. But there are exceptions, e.g. in MBS some staff don’t have any advisees, presumably because of workload. Also, some staff may be more suited to advising PGT than UG students. * SoL find that the standard of Advising is very variable – how can we tackle this? * Some academics in MBS have 60 advisees, which will impact on quality. * AMBS is running into issues around the fulfilling the Academic Advising Policy at PGT level, with over 1000 students. Can they be exempt from the requirement to have individual 15 minute meetings and instead come up with something that’s in the spirit but doesn’t follow the letter of the policy. * Some staff have issue with the lack of technological support for advising. This is the most persistent complaint. Although some information on student attainment is being added to the MyStudents portal, staff cannot see a student’s number or level of study due to deliberate decision taken by the group overseeing the project. * It is now a requirement that Senior Advisors provide an annual report to the Faculty. Lisa will issue a reminder in April for return in May for consideration in June HTLC. | T&L Directors were asked to please email any issues to Lisa McAleese.  Judy Zolkiewski to ask Richard Reece about the rationale for not letting AAs see a student’s number or level. |
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| 1. **Degree Attainment – presentation from Clive Agnew, VP for Teaching, Learning and Students** . | To receive a presentation from the VP (TL&S) on the above topic.  Tabled: powerpoint slides.  University of Manchester’s position within the Sector, in anticipation of TEF:   * Entry tariff - 19th * Completion - 22nd * Employability - 30th * NSS - 48th * Teaching Quality - 90th   “Learning gain” is something that HEFCE is looking at it at present, and which may then be (re)integrated into TEF.  Attainment appears as a component of Learning Gain AND in its own right.  How do you measure teaching quality? A Sutton Trust Report from 2014 defined teaching quality thus: “Great teaching leads to improved student achievement”.  As the Chair noted above, attainment of Manchester graduates lags behind that of many of our competitors. Is it that we have high standards, or is comparatively low attainment an indicator of poor teaching? What is the reality, and what message are we sending?  Many subjects at UoM sit above or below the line, but some, e.g. Geography, do not! We are considerably below competitors like Sheffield and Nottingham.  Is this down to our unusually high WP student intake? They do not come in with lower tariff scores, but they DO exit with lower outcomes. (Note that there are different definitions of WP: low participation neighbourhood has no impact on attainment, social class does).  White/BME/International attainment  Asian students tend to do better than black students, just as females tend to do better than males. Why is ethnicity having an impact? Is it about our curriculum not being inclusive? Why do BME students do better in Engineering?  PGT classifications are also affected, and PT students do better than FT.  The University is attempting to tackle this through both Macro (top-down) and Micro (bottom up) initiatives. Macro initiatives don’t always work, so more effort is required from all parts of the institution.  **Discussed:**   * Is this easy to fix (as Psychology have apparently done)? Markers could agree to give everyone an extra 5 marks, but there is a whole host of influencing factors about students’ backgrounds etc. Intake patterns to programmes differ too, e.g. proportion of WP/international students etc. * The VP (TL&S) has just done a review of the University Language Centre and they do a fantastic job but they are mainly supporting PGTs at present. Should we be using them more to support overseas UG students? * PASS and Peer Mentoring – are these schemes sufficiently diverse to support all of our students? Marcia Ody is looking into this at Clive’s request. * Moderation means there should be consistency of marking within a programme. There should be consistency of averages within a programme across units, i.e. “statistical smoothing”. There should be no manipulation of figures, but there should be a conversation about the whys and wherefores of discrepancies in attainment. * What is the expected outcome in each discipline area? Is there one? DAs need to have this discussion. * We also need to look outside and see whether the expectations that our marking is based on are consistent with changes outside: is our expected outcome benchmark (e.g. 55%) appropriate? * External Examiners verify our practice – so it’s hard to encourage staff to change. * Heads of School will be asked about this in due course. |  |
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| **13. \*For information** | 13.1 Update on Recruitment and Admissions (to follow)  13.2 Updated Report on Progression to Further Study in Humanities – actual numbers added [HTLC/5/15/13.3] |  |
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| 1. **Date of Next Meeting** | Wednesday 4th May 2016, 2-4pm, Hanson Room, Humanities Bridgford Street Building. |  |