

**Faculty of Humanities
Teaching and Learning Committee
Wednesday 7th November 2012, 2 - 4pm
Committee Room A (Knowles), Whitworth Corridor, Whitworth Building**

Timetabling for the University of Manchester - Consultation on the impact on students and schools of a common deadline for course unit selection for returning students

In advance of the usual Committee business (from 1.15pm – 1.50pm), June Finch, the University's Head of Timetabling Project, attended to present on the above. This section of the meeting was open to T&L Managers and any other colleagues with an interest in these developments.

Documents relating to the consultation had been circulated to members on Thursday 18th November.

The consultation ends at the end of November. The Faculty Teaching & Learning Administrators' Network will discuss this on 21st November.

Action Nicola Lord to forward any comments received to June Finch by the end of November.

Present:

Dr. Christopher Davies	Associate Dean for Teaching, Learning & Students
Prof. Matthew Jefferies	Assistant Associate Dean for Teaching, Learning & Students
Mrs. Lisa McAleese	Senior Faculty Taught Programmes Administrator
Mrs. Emma Rose	Senior Faculty QAE Administrator
Prof. Catherine Cassell	Deputy Director, MBS
Dr. Fiona Smyth	Director of Teaching and Learning (SED) (Item 5 onwards)
Dr. James Garratt	Director of Undergraduate Education (ALC) (Item 5 onwards)
Dr. Abigail Gilmore	Director of Graduate Education
Dr. David Williamson	Director of Teaching and Learning, Law
Mr. David Hall	Acting Director of Postgraduate Studies (Education)
Dr. Veronique Pin-Fat	Director of Undergraduate Studies (SoSS)

In attendance:

Ms. Norma Hird	Director of Undergraduate Studies, Law
Mrs. Nicola Lord	Faculty QAE Administrator (Secretary)
Ms. Emma Sanders	Faculty QAE Administrator
Ms. Cath Dyson	Faculty eLearning Manager
Mrs. Katy Woolfenden	JRUL Director of Teaching, Learning & Students

Apologies: Dr. Iain Brassington, Dr. Mark Elliott, Mr. Luke Newton, Dr. Ilias Petrounias, Mrs. Diane Slaouti.

1. Alumni

Emma Packham, the Faculty Alumni Officer attended to provide an overview of her role and how the Division of Development & Alumni Relations (DDAR) can support Schools.

Reported The role has been in place since May and supports recruitment, employability and alumni activities for Humanities and EPS. The role aims to encourage links between the University and its alumni. Emma can help Schools by assisting with project planning, suggesting ideas, supporting alumni communications, events, data gathering and providing information on alumni. Emma can be contacted at emma.packham@manchester.ac.uk. x52739.

Discussed	There is some concern that only 1 role has been allocated to cover Humanities and EPS. Emma is carrying out an audit of her role and will present the findings to DAG.
Two	new positions are being considered to assist with her role.
Action	A meeting to be arranged between the AD TL&S and the Alumni Office to discuss this.
will be	Access to the alumni database was discussed. A rollout to EPS is being piloted and it piloted with Humanities in Spring.
	Emma will present at the Teaching & Learning Showcase in January.

2. Minutes of the last meeting and matters arising

The minutes from the last meeting held on 10th October 2012 (HTLC 1/12) were approved as an accurate record.

Matters arising & actions list (HTLC 2/12/3).

3. Chair's Report

3.1 Annual Performance Review (APR)

The APR was undertaken this week. The increase in the Faculty's NSS score was noted, and the faculty was praised for its improvement. The University has some concerns about the 2012 recruitment shortfall leading to a £6 - 7m financial shortfall. It was also noted that although Manchester performs well compared with the rest of the sector in terms of widening access, the Russell Group as a whole does not compare well with other institutions. Concern was also expressed about some variability of retention rates within the Faculty, the university as a whole is well below the Russell Group average for retention and the Faculty will be considering its retention rates in more detail.

3.2 Amended Faculty promotions procedures

A revised set of Faculty promotions procedures have been approved and are now in use. They have strengthened the criteria with regard to recognition of teaching. It was noted that the work of the Parity of Esteem Working Group being led by Prof. Kersti Börjars (AVP TLS) continues and that further strengthening/adjustments are likely to be forthcoming.

4.3 School of Education, Environment & Development

An Implementation Group has been set up to oversee the creation of the new School of Education and Environment & Development.

4. Terms of Reference for IS & Web Sub-Committee

Received	Revised version of the above for discussion (HTLC 2/12/5).
Reported	The above group and the eLearning Strategy group (eLSG) have been created to consider the technological side of teaching and learning. A review of whether just one committee could cover the business of both will be undertaken in February but separate meetings will be held until then. The AD TL&S will Chair the first of these meetings until the new Assistant Associate Dean takes up post. T&L Directors will be members of the IS & Web Sub-Committee, with eLearning Leads invited to attend by invitation. A lead eLearning rep will be a member.
Discussed	The volume of meetings to be attended by a T&L Director (where one person represents the whole School) was noted which may make it a disincentive for Schools to continue to operate this model. The AD TL&S reported that that there may be some flexibility to delegate but there is a large amount of business and strategy which needs discussion.

Action The AD TL&S will report this to the Dean's Advisory Group.

5. **Ethnicity and degree attainment** (Patrick Johnson, Head of Equality and Diversity)

Received Data on ethnicity / gender and degree attainment 2010/11 by School (HTLC 2/12/6).

Reported The data showed that in 2011, 69% of the Faculty's UK domiciled BME students attained a 'good degree'. This represented a small decline on 2010 (71%), but was still above the institutional average (64%). The gap in attainment between white & BME UK-domiciled students has generally narrowed in all Schools since 2009 although there is still a gap of 12% in the Faculty's overall figures.

In terms of the gap in attainment between the genders, the Faculty performs better than the University. 77% of the Faculty's female students attained a 'good degree' in 2010-11, compared to 73% of male students. The gap has narrowed since 2009 from 8% to 4%.

In 2007 the DfES had commissioned a report on ethnicity and degree attainment which found that ethnicity was statistically significant in degree attainment. BME UK students are less likely than white UK students to get a 'good' degree (1st or 2:1). However, the causes are not easy to reduce to single 'noble' factors and may be linked to socio-economic background, family background, the need to work, finance etc. The approach so far has been to analyse the quantitative data and some pilot projects have been carried out on English language proficiency in Pharmacy. OU research has found a link between English language development and academic development. A HE Adviser also came to the University and noted that help-seeking behaviours may be an issue for particular groups. Research has also found that BME students are more likely to blame themselves for failure whereas white UK students are more likely to blame the University.

The need to compare entry grades (across the various types of entry qualification) with degree attainment was noted, along with the proportion of BME students from low-participation neighbourhoods. PJ reported that the Planning Support Office has recommended that someone look in greater detail at this data. There are various factors to take into account. The PGT data has not yet been considered.

Discussed It was suggested that if the reasons for gaps in attainment are deeply embedded and not obvious, this could be a useful area for further research. The possibility of cultural learning differences could be investigated.

Action The AD TL&S to investigate whether there are various disciplines within the Faculty which could conduct such research.

Reported The Faculty is considering the introduction of a foundation year.

6. **Risk register**

Received Latest risk register (HTLC 2/12/7) for risks impacting on teaching, learning and the student experience.

Discussed:

1. Whether the Net Risk (impact x likelihood) should be adjusted
2. Should anything further be added to the 'current management processes and mitigation activities'?
3. Any comments or further suggestions for the specific mitigating actions?
4. Should further risks be added, and if so what are they (including an appropriate score for impact and likelihood)?

It was noted that some amendments are to come which were raised at the APR. It was suggested that the wording of #5 should be revised to make it clearer.

Action Emma Rose to take this forward.

7. eLearning & blended learning (Cath Dyson)

Received For information and discussion, update on the above (HTLC 2/12/8)

Reported As eLearning Strategy Group minutes are now to be received by HTLC members 3 times per year, Cath will not report monthly at the HTLC meetings.

Discussed Whether there are any issues or feedback from Schools regarding the proposed move towards online submission and marking of coursework over the next three years as discussed at the July 2012 meeting of HTLC (HTLC 8/11).

It was noted that is it difficult for Academic Advisors to get access to student marks across a unit or programme. A change request has been put in by the School of Law to enable a wider view of a student's progress within Bb for the Academic Advisor.

The loss of opportunity for a face-to-face discussion about feedback when returning feedback online compared with returning feedback at the end of a lecture was noted.

It was also noted that some colleagues have raised health and safety concerns regarding online marking and the increased amount of time which needs to be spent at a screen. Although there are various hardware solutions which can be put in place, marking cannot always take place in the office.

Action These issues to be discussed further at the IS & Web Sub-Committee.

Some Schools have noted that feedback scores have dropped since the introduction of online marking & feedback. A standard approach across all Schools / disciplines may not be ideal.

Reported The VP for TL&S is currently conducting a review of the Feedback Policy.

Action Cath Dyson to request that issues of changing marking practices and the relationship with feedback scores are investigated.

Discussed Whether there has been any progress with regard to the ability for staff to view each others' Blackboard spaces. It was reported that there have been no further updates but there will be a further meeting in a couple of weeks. There is also still a problem of access for External Examiners, who are only able to view students' results and not Blackboard spaces.

Action Cath Dyson to raise this again.

Received for information:

8. **Summary of projects in receipt of Faculty Retention Funds and Faculty Teaching and Learning Enhancement Funds 2012/13 (HTLC 2/12/9).**

9. **List of documentation circulated to members since last meeting (HTLC 2/12/10).**

13. **A.O.B.**

13.1 Library

Update on the Learning Commons. A glass balustrade has shattered. Estates are investigating the remedial work necessary to ensure the safety of the rest of the panels. The building is to be open after Christmas in time for the exam period. A communication will be going out to update colleagues on the situation this week. Commons staff and resources have been transferred to the Library in the interim. There are a limited number of group study rooms in the main library and a social study area on the fourth floor.

14. Date of next meeting

Wednesday 12th December 2012, University Place 6.207