**Faculty of Humanities**

**UNCONFIRMED Minutes of the Teaching & Learning Committee meeting of 5 November 2014**

**2pm - 4pm Ken Kitchen Room, John Owens Building**

**Present**

Cameron Austin UG Student Representative, Faculty of Humanities

Mark Baker Director of Teaching and Learning, SEED

Rebecca Bennett Director of Teaching and Learning, SoL

Sharon Clarke Director of Teaching and Learning, MBS

Thom Ellison-Scott PGT Student Representative, Faculty of Humanities

James Garratt Director of Undergraduate Studies, SALC

Matthew Jefferies Assistant Associate Dean for Teaching, Learning & Students

Lisa McAleese Faculty Teaching and Learning Manager

Veronique Pin-Fat Director of Undergraduate Studies, SoSS

Harriet Pugh Education Officer, Students Union

Emma Rose Head of Faculty Teaching and Learning Support Services

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

Michael Spence UG Student Representative, Faculty of Humanities

Judy Zolkiewski Assistant Associate Dean for Teaching, Learning & Students

**Ex-officio members**

Nicola Lord Faculty Teaching and Learning Officer

Jackson Maogoto Law PGT Coordinator

Elinor O’Connor MBS Director of Postgraduate Studies

Guy Percival Head of Faculty Information Systems

Emma Sanders Faculty Teaching and Learning Officer (Secretary)

Anna Verges-Bausili Faculty eLearning Manager

Rachel Walton Faculty Teaching and Learning Officer

**By invitation**

None

1. **Apologies**

Members

Mark Elliot Director of PG Education, SoSS

Ex-Officio Members

Paul Gratrick Faculty Careers Manager

Ilias Petrounias MBS Director of Undergraduate Studies

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

1. **Welcomes**

The committee welcomed the following new members: Rachel Walton (Teaching and Learning Officer), Cameron Austin (UG), Michael Spence (UG); Thom Elliot-Spence (PGT).

1. **Minutes of the last meeting**

To approve the minutes of the last meeting (HTLC/1/14) as a correct record.

APPROVED.

1. **Actions arising**

**Carried forward from HTLC of Weds 2nd April 2014:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Item*** | ***Action*** | ***Responsibility*** | ***Update*** |
| **13. of 19.02.14 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** | ULC would enhance Level 1 LEAP units to Level 3. Course Unit Specs to be forwarded to TLO for approval | James Garratt / Emma Sanders | **Ongoing:** Emma and James to provide a briefing paper for consideration (again) by TLG. |

**Actions arising from HTLC of Thurs 12th June 2014:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Item*** | ***Action*** | ***Responsibility*** | ***Update*** |
| **8. Policy on Additional Costs** | Schools to email Lisa McAleese with information on how they are implementing the University’s Policy on Additional Costs and embedding it into their annual monitoring procedures. Respond by 4th July. | Rebecca Bennett; James Garratt; Abi Gilmore | **Ongoing:** SoL and SALC still need to respond to Lisa about how they are implementing the policy on Additional Costs within their Schools.  |

**Actions arising from HTLC of Weds 8th October 2014:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Item*** | ***Action*** | ***Responsibility*** | ***Update*** |
| **4.1 Briefing Note** | Inform TLSO that Periodic Review of MSEC should take place as part of Periodic Review of MBS (as was done last time) | Emma Sanders | **Completed:** Emailed Miriam Graham and Lisa Carter 08/10/14. |
| **4.2 Reports from TLC** | Raise programme management of Joint Honours at TLAN and seek appetite for either being a TLAN item or establishing the group anew.  | Lisa McAleese |  |
| Discuss Joint Hons experience and management at a future meeting of HTLC.  | Emma Sanders | See Minute 9, below. |
| The University Ethics Committee cannot handle ethics approval for taught programmes Guidelines on dealing with ethics on taught programmes have been presented to TLG and need to be implemented in schools. | Fiona Smyth  | **Ongoing:** discussed at TLSS team meeting for taking forward within Schools. |
| IS load issues had again caused problems at the start of year, this time preventing students from accessing timetabling information include “group timetables”, e.g. in SoSS students had reported that the were unable to access their timetables. The IS function was over-stretched, and planning needed to be improved. HTLC’s concern at repeated IS load problems at Start of Year to be conveyed to the appropriate University fora.  | Guy Percival | Raised at Timetabling Management Group. Reports have been streamlined to avoid undue pressure being put on the system. Load-testing will be undertaken. |
| **7. Faculty Teaching and Learning Away Day** | Contact Patricia Clift-Martin re: MyManchesterPlus to ensure no overlap with the Faculty-proposed project to develop an Employability Resource, and to ensure both projects maximise mutual benefits.  | Paul Gratrick | Action will be progressed via the HTLC Employability Sub-Committee. |
| **8.1 Employability Network / Sub-Committee** | The Employability Network would become an Employability Sub-Committee, reporting to HTLC under the proposed Terms of Reference and with reduced membership. The wider Network with fuller membership would continue to meet twice a year to share good practice.  | Nicola Lord and Matthew Jefferies | **Completed.**  |
| **10. Integrated Masters (including 10.2 IM Top-up)** | Incorporate SEED’s FAQ into the “IM FAQs for staff” document circulated. Add “steps to follow through from start to finish” in sequence, and key points of contact for information. The FAQ document needs to be explicit about the administrative staff burden and workarounds required regarding the top-up element (which is not an automatic part of an IM proposal, but must be made separately/explicitly).  | Sarah Helsby / Rachel Walton | Ongoing. |
| **11. Academic Advising Policy and implementation for 15/16** | Feedback required to Lisa McAleese by 12 November.  | Teaching and Learning Directors | Teaching and Learning Directors should feed back to Lisa McAleese by 12 November 2014.  |
| **12. Peer Review of Teaching** | Raise at DAG that a few elements of the Faculty guidance did not match the University policy, e. g. Humanities’ document stated that no WAM allocation would be granted to Peer Reviewers, following discussion at HPRC. This would have to be taken back to HPRC, as the AVP (TL&S), Prof. Kersti Borjars had stated that the Deans of Faculty had agreed at SMT that Peer Review duties were WAM-able. | Fiona Smyth | Ongoing – Judy and Fiona to meet to pull together a report for DAG that encompasses all outstanding issues. |
| **13. UG & PGT Degree Regulations regarding Compensation** | Where compensation is not automatic, this must be justified explicitly in minutes of Boards of Examiners meetings.  | Teaching and Learning Directors | Teaching & Learning Directors to ensure this practice is followed at exam boards.  |
| **14. Penalties for Late Submission** | Carry item 14. forward to next meeting and allow 20 minutes for discussion.  | Emma Sanders | See Minute 6, below.  |
| **15.Compulsory / Core Units (with reference to the Guide to the Taught Regulations)**  | All Schools in Faculty should work towards programme documentation being in line with the University’s Regulations regarding Compulsory and Core units by 15/16. Where this involves amendments to compulsory units that affect Programme ILOs, Faculty approval must be given to the Programme Amendment. | Teaching and Learning Directors | Lisa McAleese will circulate revised wording regarding “Compulsory” and “Core” definitions once they are released by the TLSO. |

1. **Excluding students for non-preparation**

To agree Faculty principles, with reference to:

a. the University’s Student Charter (HTLC/2/14/4a, enclosed)

b. the University’s Work and Attendance Policy (HTLC/2/14/4b, enclosed)

**Reported:**

There had been some instances within Schools of students being excluded from classes for non-preparation. Faculty had been asked for advice on this practice.

**Noted:**

The Student Charter states, “As a student I will… Attend, and prepare for, all my scheduled teaching sessions and other learning events, such as meetings with academic advisors”.

**Discussed:**

* Students have the option to not prepare if they want to – but at the point it impinges on the effectiveness of the teaching for the tutor, and thereby the other students, then it needs to be addressed.
* How do you know if someone has prepared? In SALC some core course unit marks are be dependent on students submitting c. 200 words about the required weekly reading, as part of summative assessment. Tutorials were noticeably more beneficial due to this incentivised approach. To avoid over-assessment (for both students and staff) this could be focussed at Level 1, to instil good habits.
* Some students are naturally quiet and don’t like talking in groups.
* Ensure course unit curricula are designed so as to encourage participation/ engagement/ preparation.

**Agreed:**

* Students should at first be given the benefit of the doubt: there may be good reason why a student turns up to a tutorial/seminar unprepared.
* It is therefore not acceptable to require a student to leave immediately without asking the student why s/he is unprepared.
* It is not acceptable to ask the student in front of other students why they have not prepared – the tutor should seek reasons privately with the student after class.
* It is therefore not good practice to require a student to leave a class immediately, as you will not know if there is good reason for unpreparedness.
* Students need to be told in advance that preparation is required and the consequences of non-preparation. If a students is not prepared, they must be warned by the tutor of the consequences of subsequent non-preparation without good reason.
* The tutor should ask the student to let him/her know before the class why they’ve not prepared, if they do it again.
* If unpreparedness forms a pattern, each instance should be flagged and treated initially as a wellbeing issue, in liaison with the student’s Academic Advisor or School wellbeing office.
* NB: Students must have been given sufficient time to prepare by the lecturer!
* There is a separate set of guidance on dealing with non-participation in [group work](http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/assessment_feedback.html) on the Faculty’s website.
1. **Faculty Penalty Scheme for Late Submission (Lisa McAleese)**

**Received:**

HTLC/2/14/5 Changes to the Faculty’s Policy for Late Submission Scheme

**Reported:**

* The Faculty introduced a [Penalty Scheme for Late Submission](http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/assessment_feedback.html) from September 2012, under which is 10 marks are deducted for every 24 hours that a submission of coursework (or dissertation) is late (up to a maximum of 10 days, after which the coursework will not be marked).
* The rationale for the introduction of the scheme was to prevent students who submitted assessed coursework after the deadline from getting an unfair advantage, and to replace various School policies with a consistent Faculty scheme. (There are many Joint Hons programmes that run across Schools within Humanities, too, and this helps to ensure consistency of treatment).
* At the TLC meeting of 8 October 2014 it was agreed that where a student has demonstrated that they have achieved the intended learning outcomes (ILOs), as indicated by the initial award of a pass mark prior to the application of the late penalty that:

*the student should NOT be required to resubmit the assignment, rather the assignment submitted is treated as a resubmission and the Regulations applied accordingly.*

* Implementation of the scheme has caused Faculty some concern about potentially disproportionate impacts, e.g. implementing the penalty scheme for coursework submitted 2 minutes after the deadline could result in failure of the unit, which could bring down an overall borderline mark, or mean that a PGT student could not be awarded a Distinction. This was felt to be disproportionate, as 2 minutes would not confer an unfair advantage, but 23 hrs and 58 minutes does, yet the same 10 mark deduction is applied to both.

**Agreed:**

* When a student submits a piece of work late, but on the same day as the published submission deadline, the penalty should still be applied, but a note should be placed on the examination grid to indicate that the work was submitted within the same calendar day of the submission deadline, to ensure that the impact is taken into account e.g. on progression or overall outcome, as part of mark review.
1. **Student Matters**

**7.1 Priorities for 14/15**

* The Education Officer outlined her priorities for 14/15:
1. Course rep training and organisation (currently taking up the majority of her time)
2. The BME student attainment gap (with ref. to APR data). The Student Union wants to work with staff on achieving the Race Charter mark as well as working to address this wherever possible in academic terms.

**7.2 Online Library Resources**

* HTLC was asked about the move to increase online resources e.g. library resources, with reference to the Library’s “Books Right Here Right Now” project in the Briefing Note.
* Student feeling was mixed – some students preferred hard copies over digital, but only if they were provided in the library, in sufficient quantity. If it was a choice between students having to purchase hard copy texts or accessing digital versions, online access would be preferable.
* Students agreed that they need to develop the ability to research, to read whole texts to identify key arguments in context and to be able to retrieve information from various sources in the library. There was a balance to be struck between developing research skills and enabling efficient time management: there should be combination of digitisation and hard copy to balance learning content and research skills development.

**7.3 Future student business**

* Student Reps were asked to let the Committee Secretary, Emma Sanders, know any items for discussion in advance, preferably with a paper, for timing purposes.
1. **Portfolio Review and Horizon-Scanning Group (Fiona Smyth)**

To receive a verbal update from the first meeting

**Reported:**

* The group had met – from HTLC, Fiona Smyth, Sharon Clarke, Emma R and Matt are members, and Nicola Lord is the Secretary. It would meet x 3 per Semester for the time being.
* The University portfolio review exercise has to date had relatively little impact on the actual offer across Faculty. This group will consider how to identify new areas for development, (per Open Day requests, admissions phone calls etc.) as well as what to do with areas that are dwindling, agreeing timescales for closure, reviewing intake grades/entry requirements and ascertaining whether fee levels are appropriate. It would also consider how to foster cross-School initiatives.
* Hitherto the focus had been on small programmes with small classes.

**Discussed:**

* How to quantify the costs associated with running small pathways within large programmes e.g. BSc Management which is large, but with small specialisms e.g. Human Resources may have c. 12 graduating. It was felt that the cost is usually small (but there is a cost), and is administrative, as long as units/class sizes are not too small.
1. **Joint Hons - issues and good practice around the student experience and management of (Fiona Smyth)**

**Received:**

1. Summary of NSS comments about Joint Hons 1314 (HTLC/2/14/8a, enclosed)
2. Faculty Guidelines for management of Joint Honours programmes (HTLC/2/14/8b, enclosed)
3. NSS scores (HTLC/2/14/8c, enclosed)

**Reported:**

* The topic has come out of a TLG discussion about what is good practice on Joint Hons, following comments made by QAA at the last institutional review.
* TLG will look at creating a Charter for Joint Hons students.
* School have been asked to explicitly address Joint Hons issues in their 14/15 SEAPs (due on 27th October 2014).
* Key issues for Joint Hons identified from the 2014 NSS were:
* Communication
* Clashing deadlines
* Curriculum cohesion – e.g. core/compulsory modules created to bring two sides of the joint degree together. Students who do Geography and Geology expect that there should be an intellectual link between the two elements. Other students may feel differently, e.g. Maths and French would not be expected to have a linking unit.
* The Faculty average is 86% for overall satisfaction in NSS. 11/25 below this figure were Joint Hons programmes.

**Discussed:**

* Good practice: PPE within Social Sciences has a strong society and therefore a strong identity. Deadline bunching between the 3 disciplines has been addressed through improved communication.
* BA Econ – this programme has a strong student identity despite having many pathways. Issues are not around identity.
* There is a challenge around who provides the “glue” for Joint Hons – how much can PSS do and how much is within the academic sphere?
* Were small Joint Hons more vulnerable as they have no Student Societies? Or would they feel bonded together due to their small size – are middle size programmes the vulnerable ones?

**Agreed:**

Amend ‘Faculty Guidelines for management of Joint Honours programmes’: top of page 2, second bullet point – the partner ‘*MUST’* attend the owning School’s BoE. **ACTION: Lisa McAleese.**

**Agreed:**

Amend the title of ‘Faculty Guidelines for management of Joint Honours programmes’ as it sounds like it’s a guide to creating a Joint Hons programme rather than administering it or managing it. **ACTION: Lisa McAleese.**

**Agreed:**

Ensure Joint Hons Guidance is circulated to Joint Hons programme directors for comment, before reissuing. **ACTION: Lisa McAleese.**

1. **Teaching Assistant Policy – implementation of (Emma Rose)**

**Received:**

1. Humanities Teaching Assistant Policy (HTLC/2/14/9a, enclosed)
2. Update from the Teaching Assistant Policy Implementation Group, October 2014 (HTLC/2/14/9b, enclosed)

**Reported:**

* T&L Directors were asked for issues around the implementation of the policy within Schools.
* Membership of the TA Working group included School reps nominated by Heads of School.
* Faculty-level resources were in development: Schools were asked to do what they can in the meantime.
* A Faculty-based Project Implementation Group would meet next week with expanded membership to take implementation forward.

**Discussed:**

* It was unclear where responsibility for implementation of the TA Policy sits within Schools – Faculty TLSS thought the policy should be managed by the T&L function, but of course it has impacts on the PGR student experience.
* In MBS implementation was going through the School TLC, mapping requirements against current practice. Allocation of TAs was not completed until late September - staff do not have information on how many seminars they will be running until then. This needed to be brought forward, predicting need based on the previous year’s data.

**Confirmed:**

* A “letter of intent” with X hours should be issued to TAs – this could be reissued with hours adjusted if necessary. The Contract did not include specific hours, so could be issued independently. However, TAs must know what they will be paid and what their hours are.
* In SoSS, a central TA Coordinator works separately from T&L Directors and PGR Directors. The Policy has been welcomed as it has clarified and made transparent expectations on both academic and TA sides.
* TA reps would be involved in evaluation of the policy on an annual basis, but there was at present no student representation on the Implementation Group group. Could involve a student rep on the implementation if necessary.

**Agreed:**

Liaise with Gemma about Student Representation on the TA Policy Implementation Group. ACTION: **Harriet Pugh**

1. **Chair’s report**

**\*Briefing Note (HTLC/2/14/10, enclosed)**

**Noted:**

* A correction to the briefing note:

Hamza Badenjiki will be joining the Faculty eLearning team, replacing Will Moindrot.

Elsa Lee will be also joining the Faculty team as replacement for Anna Verges-Bausili whilst she is acting eLearning Manager.

**11.1 Mark review**

**Reported:**

* T&L directors were looking for guidance on how to conduct mark review, as this was new at UG. However, Clive Agnew had concerns about Faculty coming up with regulations around mark review, as it is intended to allow scope for academic judgment to be made on individual cases.
* Mark review happens within the Schools, and should have a relatively limited impact, i.e. there should be few students whose classifications will change as a result of mark review. However, it allows BoEs some discretion where appropriate.

**Agreed:**

* There should be no automatic rules, thresholds, indicators, hurdles etc. drawn up. BoE would make a note of the decisions made under Mark Review, with a rationale, on an ad hoc basis (albeit with consistency of approach).
* Good practice could be issued in a general way by Faculty and Schools, e.g. giving examples of the types of things/indicators that may inform a decision, at the discretion of BoEs.

**Agreed:**

TLSS to draft a list of indicators (without descriptions) for mark review, including the HTLC-approved position on reviewing the impact of “near miss” late submission penalties. **ACTION: Lisa McAleese**

* 1. **Representation on military training committee**
* Suggested Paul Gratrick as employability lead, ref: promoting involvement as part of extra-curricular activities for CVs.
1. **Faculty Risk Register (Fiona Smyth)**

**Received:**

Faculty Risk Map

* 5a to become potentially more likely if increase entry criteria, but no change to impact.
* 5b should be ok but leave where is.
* 7 could become more serious, but no suggestion to change
* 8 – more likely and more serious but not likely to change.
* This is a Faculty-based page of a 12-page document. Priorities should be determined accordingly.
* Would be discussed at APR as part of predictions.

**Agreed:**

Faculty should add the impact of IT failure/BB9 & Grademark as this was felt to be likely and would have a severe impact on student satisfaction/experience. **ACTION: Fiona Smyth**

1. **\*To receive the following items for information**

**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 online:*

13.1 \*Undergraduate Committee

N/A - first meeting to take place 12th November

13.2 \*PGT Committee

N/A - first meeting to take place 26th November

13.3 \*Information Systems, Technology in Teaching and Learning (TTL)

22nd October 2014 – minutes to be posted to the new Humanities intranet site asap. Summary report contained in Briefing Note.

13.4 \*Intake Management Group (IMG)

7th October 2014 – minutes to be posted to the new Humanities intranet site asap

13.5 \*Employability Sub-Committee

N/A – reported on in HTLC Briefing Note of 8th October 2014

13.6 \*Teaching and Learning Administrators Network (TLAN)

2nd October 2014 – minutes to be posted to the new Humanities intranet site asap

13.7 \*Staff-Student Liaison Group

N/A – first meeting takes place 3rd December

13.8 \*Peer Review Group

N/A – next meeting Thursday 13th November 2014

13.9 \*Appeals and Complaints Network

N/A – dates to be confirmed December

13.10 \*Malpractice Network

N/A – dates to be confirmed December

13.11 \*Portfolio Review and Horizon Scanning Group

7th October 2014 – minutes to be posted to the new Humanities intranet site asap

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

**14.1 APEL Requests reported from Schools**

None received.

**14.2 DAA PGT Winner 13/14**

**Reported:**

PGT Student of the Year 2014 is Said Zaaneen from SEED.  To remain confidential until confirmed by Nancy’s office.

**14.3 UCU Assessment Boycott**

* Faculty Exam Board will meet to ratify any decisions made or not made by Schools.
* Fiona is going to a meeting at 4pm with Russell Ashworth and Emma Rose to discuss guidance for issuing to Schools.
* If School BoE is not quorate, a recommendation should made and forwarded to Faculty for ratification.
* Faculty BoE will meet between 18th and 25th November in order to report to central University by the deadline.
1. **Date of Next Meeting**

10th December 2014, 2-4pm, University Place room 2.217

NB: The UG Directors are asked to convene at 1.15pm to discuss an NPP1 for BA Liberal Arts (SALC) for first entry 2016.