**Faculty of Humanities**

**Minutes of the Teaching & Learning Committee of 11th November 2015**

**2pm – 4pm, Room 2.219 University Place**

Please note: Items marked with an asterisk\* are not expected to require discussion. Discussion of any such item may take place if the member gives notice to the Committee Secretary, Emma Sanders, 24 hours before the meeting.

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| **Item** | **Noted** | **Action** |
| 1. **Welcomes and Apologies** | **Welcomes:**  Fred Craig (UG Rep, based in SALC); Ally Routledge (UG Rep, based in SALC); Amber Guan (PGT Rep, based in School of Law); Trevor Byrne (Head of Media Services); Anusarin Lowe (PGR – in attendance); Ken McPhail (AD for Social Responsibility – by invitation).  **Apologies:**  Elinor O’Connor (MBS PGT); Katy Woolfenden (Library) |  |
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| 1. **Minutes of the last meeting** [HTLC/1/15] | **Approved:** Minutes of the last meeting of 7 October 2015 were approved as a correct record. |  |
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| 1. **Matters arising from the previous meeting of 7 October 2015** [HTLC/2/15/3] | **Carried forward from HTLC of Weds 2nd April 2014:**   |  |  |  |  | | --- | --- | --- | --- | | ***Item*** | ***Action*** | ***Who*** | ***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 | JG/ ECS | **Ongoing:** Emma and James Garratt to provide a briefing paper for consideration (again) by TLG. |   **Outstanding Actions arising from HTLC of Weds 7th October 2015:**   |  |  |  |  | | --- | --- | --- | --- | | **6.1.8 Chair’s Verbal Report:**  **PGT Degree Regulations – Resits & Dissertation submission** | If PGT students have to do a resit, should we extend the Dissertation period to give them a fair chance? Discussion at TLAN unearthed varied practice across Faculty. Collate current practice and forward to Emma Hilton-Wood. | LMcA |  | | **9. \*Faculty of Humanities Overview of PTES Results 2015** | Do we need a Faculty project focusing on improving PTES, e.g. low satisfaction with Dissertation? | FS + LMcA | TLG PTES timing issue raised by FS at TLG: University is looking at altering the time of PTES (also mentioned at Senate).  HTLC to reconsider a project in the new year, once timing issue is clear. | | **11. Recording and Monitoring Student Attendance** | Lisa McAleese to check that i) default attendance rosters assume all students are present and ii) ensure options are JUST “Authorised/ Unauthorised” | LMcA | Reported: the default setting is NOT that students are in attendance. Rather, there is a “Select All” button that academics should tick, and then untick individual students as appropriate.  A list of different types of absence appears for academics to select from. However, schools can agree to only require use of “Authorised” or “Unauthorised”.  TLSS will set up a Task and Finish Group within the next few weeks to try to resolve issues around monitoring Work and Attendance. | | Arising from this item, Law stated they were having problems with Work and Attendance monitoring, because SyllabusPlus and CS don’t talk to each other. This necessitates a huge amount of double entry. Other Schools were asked how they got around this problem. | | | | | **12. Consultation on revised University Programme Specification template** | Get Anna Goatman’s example from MBS and a good “free text” example from the past and circulate it to the central group and HTLC. | ECS |  | | **13. Reading week(s)** | Ask TLG why the January exam period is only 2 weeks long, as staff and students would benefit from a break between end of Semester 1 exam period and start of Semester 2. | FS | The VP (TL&S) and Mike Mercer discussed this two years ago: the University is willing to move it, but feedback from students was that they wanted as long as possible to revise, so it was left alone.  In that case we need our request to be more specific:   1. Marking turnaround – Xmas period is just 2 weeks’ short and academics are marking and teaching at the same time 2. Inter-semester break, post Jan Sem 1 period, and start of Sem 2 | | Arising from this item, the Student Reps said a lot of students actually did most of their revision work AFTER Christmas and they therefore needed the exam period to start later. International students also need time to get back from overseas.  SALC had strong support to have an inter-semester break.  Many students don’t turn up for the first week of Semester 2, as they have things like society events which they attend instead.  SoSS designates the first week of Semester 2 as a Reading Week. | | | | | **15. Recommendations for Resit and examination board processes** | Send to HoSAs for implementation. | LMcA | Completed. | | |
| 1. **JustFest** | Professor Kenneth McPhail, Director of Social Responsibility for Humanities, gave a talk on JustFest, which is the Humanities’ initiated contribution towards the University’s Social Responsibility goal to create socially responsible graduates through the Ethical Grand Challenges programme:   * Sustainability (First Year UGs) – EPS * Social Justice (Second Year UGs) – Humanities * Workplace Ethics (Third Year UGs) - MHS   JustFest focusses on the theme of Social Justice and is targeted at second year undergraduates. The pilot had taken place in 1415, in April, and had something of a bumpy start due to issues around communication. The exhibition and performance space was fairly successful, due in part perhaps to fine weather. 92% of student attendees said it was brilliant and motivating, but we need more of them to turn up in the first place: the Workshop element was not well-attended despite huge efforts of the coordinating team: only 97/200 students turned up, with the result that some workshops had to be cancelled.  For 1516, EPS’s event on Sustainability was held in Welcome Week and targeted first years. Humanities’ student turnout was low – just 45% of first years attended, compared to c. 95% of students from the other faculties.  For 1516 JustFest, 9th March 2016 has been identified as a potential date. The coordinating team have engaged with the Student Union and Paul Govey (Head of Student Communications and Marketing) from the start this time, to improve engagement through better communications to students, including through Student Societies.  Lemn Sissay will hopefully consent to be the JustFest ambassador, and we are looking to involve more partners, e.g. Oxfam on the Oxford Road corridor. Employers are also interested in using it as a recruitment tool.  HTLC members were asked to engage with JustFest 2016: promote it, and feed back pros and cons to Ken’s team ([kenneth.mcphail@manchester.ac.uk](mailto:kenneth.mcphail@manchester.ac.uk))  Just Fest 2015 did clash with timetabled classes, which will have limited attendance to some extent. It also made it difficult for academics to promote enthusiastically, in case it turned out that their students couldn’t actually go in the end! JustFest 2016 it will take place on a Wednesday afternoon, so timetable clashes should not arise.  Student Comms working on a clear, consistent message as to what JustFest is about and why students should go. | **Action:** KMcP to forward Student Comms message as to what JustFest is about and why students should go to ECS by end November, for circulation to HTLC members |
| 1. **Chair’s Report** |  |  |
| * 1. **Verbal Report:** | **TLG:**  It was noted that next year, there is expected to be a PGT student loan available to all students (£10K) although this may change in light of the Comprehensive Spending Review. However, the costs of the Student loan will be very high –students could end up paying 25% of salary. PGT Loans are not linked to UG loans so you can end up paying both at the same time. Concern was expressed about the discriminatory element – you can’t get one if you’re over 30.  The DASS Policy on “**Reasonable Adjustments** - **Automatic 1 week extensions”** (October HTLC Briefing Note) which states that support plans from the Disability Advisory and Support Service will now inform Schools when automatic extensions of up to 5 working days should apply to disabled students.  This will reduce the need for Schools to process individual applications for extensions or mitigation. This caused a lot of debate, including concerns that this is transferring significant workload to Schools. Consultation is ongoing about how we should enforce this.  **Senate:**  [**Policy on Exams**](http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=26153)wasapproved.  [**Policy on Interruptions**](http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=26092)wasapproved.  **Revised Policy on Marking** was approved subject to minor corrections.  Most discussion was around moderation – see later discussion: Faculty Procedure.  Penalty for Late submission was included in the [Policy on the Submission of Work for Summative Assessment](http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=24561) (updated, implemented from September 2015):  *“4.6 Schools must implement a sliding scale to penalise late submission. Work submitted after the deadline will be marked but the mark awarded will reduce progressively for each day, or part thereof by which the work is late.*  *4.7 The mark awarded will reduce by 10 marks per day for 5 days (assuming a 0 -100 marking scale), after which a mark of zero will be awarded.*  *4.8 In exceptional circumstances and for sound pedagogic reasons, a Unit Lead may decide not to accept late submission of assessed summative work. These circumstances must be approved by the School and be detailed within Unit Specifications. The rationale and consequences must also be clearly articulated in Assignment briefs.”*  Some dissent about the Policy was noted by HTLC members as it was felt to be unduly punitive in:  a) potentially penalising technical problems e.g. broadband speeds  b) not allowing for gradation/discretion  The Chair advised that Boards of Examiners can look at the impact of late submission penalties under the procedure for Mark Review where a student’s marks fall within the boundary zone. (The expectation is that Mark Review is used for all UG programmes, as it is in the [UG Regulations](http://www.tlso.manchester.ac.uk/degree-regulations/undergraduatedegreeregulations/) (2012)). Late submission is referred to in the Faculty of Humanities - Mark Review Practice:  *“2. Careful consideration should be given to those students where a low mark, which could have contributed to the student being placed in the boundary zone or just missing being placed in the boundary*  *zone, is as a result of a late submission penalty.”*  **BIS Green Paper on Higher Education**  The Department for Business, Innovation and Skill’s Green Paper Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice was out for open for consultation until 15th January 2016.  “Learning gain” seems to be gaining a lot of momentum, and there continues to be talk of moving towards a GPA.  TABLED: Information sheet from the HEA about piloting GPA at several institutions.  At the Russell Group’s request a “Contextual Statement” may be included along with any metrics.  The exact metrics to be used are still t.b.c. In terms of NSS, questions about resources, teaching quality and assessment may be focussed on rather than the score for overall satisfaction (Qu22).  As DLHE data is likely to be problematic (questioning graduates 6 months after graduation is too soon, but after 3.5 yrs there won’t be enough responses) it may be that information from HMRC about graduates is used as a measure instead.  Our institutional audit by the QAA will take place in 2016, and this will feed into TEF.  An HEI’s ranking within TEF bands will affect the extent to which fees can be raised, up to a fixed cap.  **Discussed:**   * An initiative to improve teaching quality was welcomed, but there was concern from HTLC members that the proposed metrics will not be effective measures of teaching quality. * The value of education is not necessarily measured by eventual income. Neither are earnings necessarily an indicator of the quality of education you had received: earnings are just as likely to reflect one’s socio-economic background, extra-curricular activities etc. * Staff can email Fiona with their responses to the questions in the consultation and she will feed them to TLG. * One of the UG Student Reps had stood for election on an anti-marketisation platform and was concerned about TEF becoming a tool to aid the marketization of education. The NUS has already responded to the paper, and UMSU can also submit a response to BIS. * The University is contributing to the RG response. * In addition, a preliminary draft of the University’s response to the consultation will go to TLG. The AD (TL&S) will feed in any comments from Humanities then and there. | T&L Directors to inform Fiona Smyth of any concerns about implementation of the DASS policy on extensions for assessed written work. |
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|  | **Teaching Awards**  National Teaching Fellowships (NTFs)  Two nominations were invited per Faculty. Heads of School are asked to submit 1-2 sides about nominated candidates to Emma Rose by 20th November.  UoM will then work with people with potential to work up their applications.  Teaching Excellence Awards (TEA)  Call coming soon, with a deadline of end of January. | **Action:** T&L Directorscheck email from ECS for Teaching Award criteria and help HoS to identify potential candidates. |
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|  | **Office of Competition and Markets Authority and Review of HEI marketing**  The CMA had completed a review of how HE websites were marketing psychology programmes, and concluded that there are examples of institutions mis-selling programmes or presenting a full picture.  The university is reviewing the implications of this review for our practices. |  |
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| * 1. **Briefing Note** | Received for information. [HTLC/2/15/4.2] |  |
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| 1. **Student Matters** | See TEF discussion, above. |  |
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| 1. **Draft Moderation Procedure: Faculty of Humanities (Lisa McAleese)**   **[HTLC/2/15/6]** | To approve the enclosed paper setting out the role of Internal Moderators in the assessment process, to ensure consistent and equitable practices across Schools.  T&L Directors have already fed back on the paper, which aims to collate relevant extracts from existing policy and guidance rather than creating new processes. Guidance is currently in different places (Assessment Framework, Guidance on External Examiner Procedures etc.) and so difficult to find.  Concerns about the evidentiary basis for the moderation policy were expressed. It was explained that the reason was that discussion at the Faculty Teaching and Learning Away Day had suggested procedures were problematic from a quality assurance perspective, and the University bringing out a revised Policy on Marking implies it, too. External Examiners often comment on lack of clarity about second marking and moderation.  It was confirmed that moderators must not change individual marks.  **Discussed:**   * Cohort to cohort may vary, but with a large cohort you would not expect differences. You would look at performance across units, too. * Also, exam questions are different year to year, and if a question is more difficult one year than another, those particular students shouldn’t be disadvantaged. * It was queried what would happen if improvements were made in teaching, and so marks went up, but the students were scaled down? * The principle was that a student should not be able to get a better class of degree if s/he took certain courses against others. This can happen and needs to be addressed. * It was agreed that we first needed to expand the consultation to include Exams Officers for feedback on it.   Our office also needs to get the final, approved “Policy on Marking” from Senate and cross-reference it to the Faculty document. | LMcA to circulate the Draft Moderation Procedure plus Marking Policy to UG and PGT Exams Officers in Schools , for feedback and for implementation at 1516 BoEs if possible. |
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| 1. **Distance Learning (DL) Update (Matthew Jefferies)** | * A new Online Learning Strategy Group, established from a merger of Distance Learning Strategy Group and Online Education Group, met on 30 October. Negotiations with an external provider dominated the discussion. Negotiations are ongoing about a) share of profits; b) length of contract, which the external provider want to be 10 years minimum. Richard Reece still hopes a contract can be signed before Christmas, aiming for DL programme launches for 2016 entry. * Pam Vallely has been joined by Ian Hutt as a central Distance Learning team, and a T&L Manager + 3 eLTs should be recruited to work with them. These may be recruited externally or from Faculty staff. * The title of this central team is still to be confirmed by TLG – “Distance” or “Online” Learning - bearing in mind impacts on Faculty eLg teams.   **Discussed**:   * How has the University decided which programmes to support by DL? Around three years ago Faculty invited colleagues to put forward proposals for DL programmes as part of a DL Strategy and Toolkit. This was begun before any external providers came on the scene. Management/Education/Law were identified as subjects most likely to attract significant online learners. * Faculty DL programmes continued to be approved for development ‘in-house’. Faculty has approved a temporary eLearning Technologist post to support this. It remains to be seen whether they can support more DL programmes than have already been approved – any proposals will be looked at on a case-by-case basis by Faculty TLSS. * Trevor Byrne noted that Ian Hutt had met with him to discuss production of video content for the DL programmes, and he expects the workload on his team will double next year. Media Services have to support the growth of DL and so need to build it into the business plan in advance. * In terms of MOOCs, these were created from to two specific calls from the DL Strategy Group with the support of some central resource. UoM has no desire to launch more MOOCs at the time, unless they are associated with new DL programmes, e.g. International Law. |  |
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| 1. **Faculty eLearning Training Review (Anna Verges-Bausili)**   [HTLC2/15/8] | To approve the recommendations from Anna Verges-Bausili’s Review of eLearning training. In sum these were to:   1. Agree School by School priorities: 2. Develop beyond the basics 3. Continue to embed eLTs in Schools   T&L Directors reiterated the importance of good relationships between eLTs and the School eLearning Leads to ensure effective targeting of eLearning to the student experience.  It would be essential for eLTs to build up School/discipline area knowledge so as to be able to identify context-appropriate actions and priorities.  T&L Directors did not want requirements to undertake formal “training” to stand in the way of academic uptake via at-elbow support.  eLearning Technologists will have to continue to be proactive in order to increase academic engagement.  **APPROVED**, subject to emails to Anna if necessary. |  |
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| 1. **Teaching and Learning IT Roadmap for Humanities (Guy Percival)**   [HTLC/2/15/10] | Schools and the Faculty need to identify and prioritise IT systems and services which are considered crucial to the delivery of their strategic plans.  IT Services has collated a very large wish-list of IT requirements and developments from functional areas (TLS, R, PGR &c), which now needs prioritising. The current list should be considered more as a ‘starter for ten’ than a near-complete list.  Where some requirements may be met through projects planned elsewhere in the University, we should to ensure that Humanities-specific requirements are included.  Guy Percival also wanted to encourage academic colleagues to make him aware of any operational problems that caused interruptions to teaching, e.g. clusters/projectors not working. It was confirmed that:   * all clusters should have the same application sets. * IT Services should be contactable for support in teaching rooms. * regular IT audit should be built into budgets (up until now only Humanities seems to have budgeted for cluster maintenance).   Need to be more proactive and clearer about reporting problems so that they can be forwarded to the centre for action.  The Student Reps commented that a huge amount of learning now happens online, even for campus-based students, so they are concerned that IT is appropriately supported. | T&L Directors to discuss list of IT requirements within Schools and agree a) priorities and b) whether anything is missing. Submit an updated list of IT requirements in order of priority, to [guy.percival@manchester.ac.uk](mailto:guy.percival@manchester.ac.uk) by 18th December 2015 |
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| 1. **Technology in Teaching and Learning Sub-Committee (Judy Zolkiewski)** | In the light of the context outlined above by the eLearning and IT Managers i.e. eLTs are being more closely embedded in Schools whilst IT becomes more centralised, the Technology in Teaching and Learning Sub-Committee is no longer fit for purpose.  It is therefore proposed to dissolve TITL and instead establish a network for eLearning Leads to discuss operational issues. Strategic matters will be discussed at HTLC.  **APPROVED.** |  |
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| 1. **Employability Update (Paul Gratrick)** | Carried forward to December. |  |
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| 1. **Student Comms Strategy** | Consultation on revisions to the 2013 version: carried forward to December. |  |
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| 1. **Update on Recruitment and Admissions (Emma Rose)** | Faculty has exceeded both UG and PGT targets for 2015, but there will be some overall shortfall based on attrition and under-recruitment in PGR.  UG applications for 2016 have got off to a slow start across the sector generally, as well as at UoM, relative to the same position last year.  IMG’s focus this year will be on improving entry quality.   PGT intake for 2016 is already looking good, as it is up compared with the position this time last year (some of which will be as a result of 2015 deferrals, but not all). |  |
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| **15 For information**  [HTLC/2/15/15.1] | **\*AP(E)L Requests approved by Schools to date** [HTLC/2/15/15.1] |  |
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| **16 \*Sub-Committee Minutes** | Substantive items should to be brought to HTLC as Agenda Items, by the Chair of the relevant Sub-Committee.  Sub-Committee minutes are posted to the Humanities intranet site:  16.1\*Employability Sub-Committee  1st October 2015  16.2 \*Intake Management Group (IMG)  6th October 2015  16.3 \*Programme Approvals Sub-Committee  21st October 2015 |  |
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| 1. **Date of Next Meeting** | Wednesday 9 December 2015, 2 – 4pm, room 6.207 University Place |  |