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

**8 November 2017, 2pm – 5pm, Committee Room A, Whitworth Building**

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| **Item** | **Noted** | **Action** |
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| **1. Pre-HTLC Discussion**  | **Received: [HTLC/2/17/1]****Sarah Teagle (ST), Learning and Development Partner** presented the discussion paper on the proposed two tier delivery of Academic Adviser training.* The concept is to provide ‘training in a box’ for Schools to deliver as appropriate. SL&D were aware that a ‘one size fits all’ approach would not work. The first part of the training is an e-learning module which will take 15-20 minutes to complete. Upon completion advisers are then invited to a 2 hour face-to-face training session which will be practical and scenario-based. The face-to-face training will be delivered by Schools. Comments were invited from HTLC members as to how the training should be rolled out across the Faculty.

**Discussed:*** It was queried whether the training would be mandatory or optional, since the University Academic Advising Policy states that advisers should be appropriately trained members of staff.
* It was noted that some experienced advisers may resist additional training if they feel they already have the necessary skills and knowledge. On the other hand, many advisers would welcome additional training particularly around student pastoral issues.
* SoSS run their own training to allow all advisers the opportunity to receive additional support. The training is delivered by the Head of Student Support Services (PSS) and is generally well received.
* It was noted that the staff expected to deliver this training in Schools (possibly T&L Directors) are not experts on mental health or disability support. There is a real concern that the trainer would not have sufficient knowledge to deliver the face-to-face training as effectively as staff from DASS or the Counselling Service could.
* ST noted that the idea behind the face-to-face training is to practice signposting students. SL&D will run ‘train the trainer’ sessions to ensure trainers are confident in delivering the in-School training. DASS and the Counselling Service will provide input on the e-learning module but do not have resource to deliver face-to-face training.
* It was noted that Schools would struggle to find resource to deliver the face-to-face training. SALC reported that this training model would not be workable in a School their size.
* It was noted that new members of staff are required to complete various training sessions and online modules when joining the University. Could this training be embedded into that ‘new starter’ package?
* It was noted that both elements of the training need to be as efficient as possible. It was suggested that the e-learning module could focus on skills development rather than just information content. An online quiz could be included to ‘test’ knowledge and video capture could be used to record the face-to-face trainings for those who cannot attend.

**Agreed:*** The e-learning module likely needs to take longer than 15-20 minutes to complete if it is to cover the required content.
* There are real concerns about delivery of training ‘on the ground’ in Schools.
 | **Action: ST to contact T&L Directors to take forward further discussions on rolling out Academic Adviser training** |
| **2.Welcomes and Apologies** | **Present:** Fiona Smyth (Chair); Caroline Hargreaves (IT); David Brown (SALC); Ken Clarke (SoSS); Liam Harte (SALC); Anna Verges-Bausili (eLearning - AV); Katy Woolfenden (Library - KW); Kieron Flanagan (AMBS); Lisa McAleese (T&L Manager); Anna Goatman (AMBS); Becki Bennett (AD – DL); Elinor O’Connor (AMBS); Nicola Lord (TLO); Jen Cousins (TLO/Secretary ); Thea Cameron-Faulkner (AD); Emma Atkins (SU-EA); David Spendlove (SEED); Paul Gratrick (Careers - PG); Claire McGourlay (SoL); Emma Rose (Head, TLSE - ER)Elaine Ferneley (UMWW - EF); Pam Vallely (UMWW) for item 6.**Apologies:** Wendy Wild (AMBS); Steven Bagley (IT) |  |
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| **3.Minutes of the last meeting**  | **Received: [HTLC/1/17]*** The minutes were approved as an accurate record.
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| **4.Matters arising** | **Received: [HTLC/2/17/4]****Actions Arising from HTLC of Weds 4 October 2017****Carried forward from HTLC of Weds 09 December 2015:**

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| ***Item*** | ***Action*** | ***Responsibility*** | ***Update*** |
| **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, as this is not covered in the University’s “Academic Malpractice: Procedure for the Handling of Cases.” | LMcA | **Ongoing:** Faculty proposal sent to General Counsel for approval. Paul Redmond (Director of Student Life) and TLSO agreed to take it to the Student Conduct and Discipline Committee (SCDC) in Jan 2017.  |

**Carried forward from HTLC of Weds 07 December 2016:**

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| **Item** | **Action** | **Responsibility** | **Update** |
| **8. Summary of UG External Examiner Comments 14/15 and 15/16** | Review Faculty Guidance on UG Dissertations | ECS/LMcA | **Ongoing.**  |

**Carried forward from HTLC of Weds 14 June 2017**

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| **Item** | **Action** | **Responsibility** | **Update** |
| **5. Teaching Quality Task and Finish Group report** | Anna Verges-Bausili to investigate further if survey’s had to be completed through Blackboard and how to conduct survey’s through mobile devices. | AVB | **Complete**: Surveys do not necessarily have to be completed through BB. The University's license for EvalKit also covers the mobile app. Alternatively, Response Ware could be used (a pilot may be required). |
| **5. Teaching Quality Task and Finish Group report** | Anna Verges-Bausili to investigate further whether results could be published as they come in so they are displayed to students in Blackboard (pilot being undertaken by Dan Rigby for unit surveys). | AVB | **Ongoing**: A new post in e-Learning will investigate this. |
| **6. Academic Advising Task and Finish Group report** | FS to raise the matter regarding issues with the WAM with HPRCFS to liaise with Louise Walmsley on how Humanities will be involved in the development and testing of systems, particularly in reference to recording academic advising. | FS | **Complete****Ongoing**: FS to raise via SLP meetings. |
| **7.**  **Placement Task and Finish Group report** | HESC to take forward the recommendations, and develop guidance on incorporating placements into programmes. | RW? |  |
| **10.1 Appeals, and complaints report 15/16** | BS to liaise with FS on the development of guidance for staff to ensure that they are not the subject of a DAWS complaint. | BS |  |
| **10.2 Good academic practice discussion paper** | The discussion paper to be presented to HPRC | FS | **Complete** |
| **11.DLHE Update: 15/16 figures** | Report to be taken to HPRCReport on LEO to be completed and circulated. | FSPG | **Complete****Complete** |

**Actions arising from HTLC of Weds 4 October 2017**

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| **Item** | **Action** | **Responsibility** | **Update** |
| **4. Employability Update** | HTLC members are encouraged to contact the Careers Service with further suggestions for student interaction. | HTLC Members | **Ongoing** |
| **4. Employability Update** | Further discussion to take place at PAG. | FS/ NL | **Ongoing** |
| **5.Two new sections on the NSS** | T&L Directors to gather feedback on the interpretation of ‘student voice’ via Student Liaison Committees and report examples of good practice in terms of ‘Student Voice’ to HTLC. | T&L Directors |  |
| **5.Two new sections on the NSS** | JC to circulate MSS report to HTLC members and request school level data. |  JC | **Complete – sent 4th October** |
| **6.1 Chair’s Report** | KW to give an update on the Library Strategy at the next HTLC | KW | **Complete – HTLC 8th November** |
| **9. Teaching and Learning Away Day** | It was requested that T&L Directors look at actions assigned to Schools and feedback any questions to LMc. | T&L Directors |  |
| **11. DL Update** | JC to ensure DL Update is added to HTLC agenda as a standing item. | JC | **Complete** |

**Reported:*** In relation to item 5 EA noted that the Student’s Union have planned student workshops to follow up on the data collected by the MSS. The workshops aim to create a list of 3-5 commendations and recommendations for each School and Faculty. It is hoped that these workshops will serve as an additional tool for measuring ‘student voice’.
 | **Action: ER to contact EA to discuss further opportunities to explore the theme of ‘student voice’** |
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| **5.1 Chair’s Verbal Report** | **Reported:*** Regulation 17 (related to conduct and discipline of students) is under revision. It is anticipated that the current information will not change, but rather there is likely to be some additions related to sexual violence along with reorganisation of content.
* A revised paper on late submission penalties looks to establish a zero tolerance default position on late submissions for pieces of work worth 30cr or higher. The position would be to award 0 for late submission of these pieces. Local practices within Faculties and Schools would apply to smaller pieces of work.
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| **5.2 Briefing Note\*** | **Received:** [HTLC/2/17/5.2]  |  |
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| **6. Presentation on UMWW** | **Elaine Ferneley, Director of University of Manchester Worldwide (UMWW)** gave a presentation on UMWW and how colleagues can engage with the service.* UMWW officially launched on August 1st and includes the overseas centres previously owned by AMBS and the Centre for Distance Learning (CDL). The aim of UMWW is to promote a ‘no barriers, no boundaries’ vision by allowing as many people as possible to access UoM education, either on or off campus.
* UMWW has moved away from the phrase ‘distance learning’ and is instead adopting ‘online blended and transnational education’. The aim is to support historical blended learning programmes as well as bring new programmes into UoM’s portfolio.
* UMWW can offer marketing expertise to aid Programme Directors with the early development of the programme, including scoping potential overseas markets.
* It is important to realise that our usual USP’s do not always translate to the overseas distance learning market. The creation of UMWW is therefore an opportunity for us to embrace our uniqueness as an institution. UMWW are open to discussions to develop a broad range of programmes from full degrees to certificates or short courses, providing the activity is financially viable. Programme Proposers should contact EF to discuss any initial ideas.

**Discussed**:* It was queried whether UMWW would have the capacity to support the development of more programmes. EF confirmed that the growth of UMWW had been budgeted for. The team would commit to the build and set up of programmes under UMWW for 2 years, after which the programme would be returned to Faculties. It is expected that the Faculty e-learning team would support the continual development of online materials.
* It was queried whether UMWW would continue to support ongoing marketing activity after the programme is up and running. EF confirmed that 15% of a programme’s projected revenue would be allocated to marketing expenditure. Marketing activity for the first 2 years would sit with UMWW. After this initial period, marketing activity would be continued centrally by the Student Recruitment and International Development Team (SRID).

**Agreed:*** UMWW should be included in early Faculty Stakeholder Meetings for new online blended learning programmes, where appropriate.
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| **7. Recruitment and Admissions** | **Received:** [HTLC/2/17/7.1][HTLC/2/17/7.2]**Reported:*** It had been a challenging recruitment and admissions cycle across the Faculty due to a number of factors, including; reduction in the numbers of 18yr olds, the Faculty’s intake quality strategy and intensified recruitment strategies and tactics from competitors. Challenges are again expected for the next cycle.
* High quality students were admitted during clearing across the Faculty.
* Tariff data is expected to be analysed in November which will give a comparison to last year’s intake. It is hoped that this will paint a positive picture for the Faculty.

**Discussed:*** It was queried whether UoM would look to employ similar recruitment tactics as its competitors (such as a guaranteed place even if the student drops a grade, if the student makes the institution their firm choice). It was confirmed that the University would not use this recruitment strategy. Evidence from this year’s cycle suggests that this does not always tie a student to that institution. For example, students who achieve higher grades than expected were applying to UoM during confirmation and clearing, despite having a firm offer at another institution.

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| **8. School T&L Updates (SoL)** | **Claire Mcgourlay, School of Law Teaching and Learning Director** gave a presentation on teaching and learning progress within the School * Recent regulatory changes have given SoL the opportunity to review their UG curriculum, as there is much less content which must be taught in the degree. All changes are due to be implemented by 2020. A review of PGT activity is also scheduled.
* SoL has given more consideration to making their building welcoming and student friendly. Notice boards have been updated and student information has been produced to be posted in key locations around the Williamson Building.
* The SoL newsletter has been reviewed and is now being managed by the School’s employability intern. Bespoke newsletters for UG and PGT students are sent weekly and feature highlights across the School as well as employability opportunities. It achieves a high open rate.
* Ian Glassey, Student Support Coordinator, has worked hard to develop well-being initiatives across the School, including a smoothie bike ride challenge taking place this semester. Ian has seen over 800 students since coming into post 2 years ago and it is felt this post offers crucial support and well-being guidance to students.
* Drop-in study skills sessions now run throughout the semester. These are delivered by SoL academics on a voluntary basis.
* Employability is now embedded in many course units, despite some early resistance from course leaders. An employability afternoon now runs from 3pm-5pm every Tuesday and the School has ensured that no classes are scheduled to allow all students the opportunity to attend. Attendance is, however, currently low.
* The School of Law chat tool is embedded into Blackboard. It is manned by PSS staff at certain times throughout the week and allows students to correspond with staff quickly. It was noted that the University has an institutional license for this tool so other Schools could also deploy this as a means of corresponding with students.
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| **9. Library Update** | **Reported:*** The Library Strategy Consultation document had been circulated to T&L Directors for comment/feedback. The final document was sent to PRC on 7 November.

**Discussed:*** SALC felt that there is often little opportunity to have early input into proposed changes within the Library.KW reported that Academic Engagement Librarians are assigned to each School to sit on their committees and receive feedback on new Library initiatives. It was noted that no feedback on the Library Strategy was received from Schools following the circulation of the document to T&L Directors.

**Agreed:*** The Library Strategy Consultation document is very high level and there is therefore not much to disagree with/ provide specific feedback on.
 | **Action: KW to feedback to the Academic Engagement Team that some Schools feel there is not enough opportunity to provide feedback.** |
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| **10. Periodic Reviews completed 16/17\*** | **Received:** [HTLC/2/17/10.1] |  |
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| **11. Student Matters** | **None reported.** |  |
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| **12. AOB** | **PG provided a verbal update on employability****Reported:*** Schools were asked to provide feedback on their communications with alumni. From 17/18 the DHLE survey will be replaced with the Graduate Outcomes Survey (GOS), which will survey graduates 15 months after completion. Since this is a much longer period than the current contact 6 months after completion, it will be vital for Schools to maintain local contact with alumni in order to achieve a good response rate in the GOS.

**Discussed:*** SoSS felt the School did not currently do enough to stay in touch with alumni. They are working on an initiative to involve alumni in School programme governance, which should help them build an alumni network.
* AMBS have formal methods of keeping in touch with students who graduate from the MBA and other PGT programmes due to their ranking position.
 | **PG to present an alumni relations plan to HTLC** |
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| **13. For information \*** | **Received:** [HTLC/2/17/13.1] |  |
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| **14. Date of next meeting\*** | Wednesday 6th December 2017 **2pm-3.50pm** in the Council Chamber, Whitworth Building. |  |
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**HTLC Actions Arising from 8th November 2017**

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| ***Item*** | ***Action*** | ***Responsibility*** |
| **1. Pre-HTLC Discussion** | ST to contact T&L Directors to take forward further discussions on rolling out Academic Adviser training | ST |
| **4. Matters Arising** | ER to contact EA to discuss further opportunities to explore the theme of ‘student voice’. | ER/ EA |
| **9. Library Update**  | KW to feedback to the Academic Engagement Team that Schools feel there is not enough opportunity to provide feedback. | KW |
| **12. AOB** | PG to present an alumni relations plan to HTLC. | PG |