**Faculty of Humanities
Teaching & Learning Committee
Wednesday 9th October 2013, 2 - 4pm
University Place 3.211**

Present:

Dr. Christopher Davies	Associate Dean for Teaching, Learning & Students (Chair)
Prof. Matthew Jefferies	Assistant Associate Dean for Teaching, Learning & Students
Prof. Judy Zolkiewski	Assistant Associate Dean for Teaching, Learning & Students
Mrs. Lisa McAleese	Senior Faculty Taught Programmes Administrator
Dr. Fiona Smyth	Director of Teaching and Learning, SEED
Dr. James Garratt	Director of Undergraduate Education, ALC
Dr. Abigail Gilmore	Director of Graduate Education, ALC
Dr. David Williamson	Director of Teaching and Learning, Law
Dr. Veronique Pin-Fat	Director of Undergraduate Studies, SoSS
Ms. Rosie Dammers	Education Officer, Students' Union

Ex-officio members:

Dr. Ilias Petrounias	MBS Director of Undergraduate Studies
Ms. Norma Hird	Director of Undergraduate Studies
Dr. Iain Brassington	Director of Postgraduate Taught Studies
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

1. **Apologies**

   Prof. Catherine Cassell, Dr. Mark Elliot, Dr. Stuart Roper, Mrs. Emma Rose

2. **Terms of Reference / T&L/UG/PGT Director Overview of Responsibilities**
   The above documents were received for information (HTLC 1/13/2.1 and 1/13/2.2).

3. **Minutes of the last meeting**
   The unconfirmed minutes of the 12th June 2013 meeting were agreed as an accurate record (HTLC 6/12).

4. **Matters arising**
   Any matters arising from the minutes

Item	*Action*	*Responsibility*	*Update*
Item 2. Minutes of the last meeting	Nicola Lord to amend the minutes and send to James Garratt for comment before final approval.	Nicola Lord	Complete
6. Promoting languages and facilitating language learning across the Humanities (Prof. James Thomson and Dr. John Morley, Joint Head of the University Language Centre)	The paper should be revised based on feedback from HTLC and the Teaching and Learning Office and a more focussed set of proposals discussed again at Dean's Advisory Group and the University's Teaching and Learning Group.	T&L Office	Complete, on Oct '13 agenda

Item 7. Employability and Graduate Destinations Audits and Action Plans 2013	Nicola Lord to circulate the document electronically.	Nicola Lord	Complete, circulated 19.08.2013
Item 8. Faculty eAssignment Progress Report 2012-13 (Cath Dyson, eLearning Manager)	The student guidance will also be reviewed with a student to ensure that it is clear.	Cath Dyson	

5. **Chair's report**

5.1.1 T&L Office changes 2013/14
Nicola Lord is leaving the Teaching and Learning Office to take up a 10 month secondment in Medical and Human Sciences. Nicola has acted as secretary to the committee though out the past 5 years of Chris Davies' term of office and the Committee wished to record their appreciation and thanks to Nicola for her excellent contribution.

Chris Davies will also be retiring from the post of Associate Dean as of July 2014. The post has been advertised and interviews will take place in November 2013 in order to allow a handover period. Interested candidates are advised to speak to both the Dean and the Vice-President for Teaching, Learning and Students.

5.1.2 Timetabling
Chris Davies reported that the University is aware of issues with timetabling and is trying to address immediate issues. The problems have been exacerbated by a lack of suitable rooms. The refurbishment of the Simon Building lecture theatres is behind schedule although they are expected to be in service by 4 November and should replace use of all off-campus space. There have been delays with refurbishment of rooms in the Dover Street and Roscoe Buildings. Lisa McAleese has been involved in various groups gathering the issues at Faculty level .

Schools noted that they had expressed concern about the system prior to implementation and would like reassurance from the University that their messages are being listened to and acted upon. Schools would like the University to take charge of communications to students or issue an apology for the inconvenience. There were concerns that as students identify with their Schools, they will report any dissatisfaction via the NSS. A message from the University would help deflect this possibility. Some students still do not have access to their timetables.

It was also noted that Schools have increased their amount of contact time, which has also had an impact this year.

Rosie Dammers reported that new students are likely to be most affected by these issues. Students are irritated and confused, and would appreciate communications on the issue. An email, rather than information provided on the My Manchester feed, would be useful. Chris Davies requested that he is informed of any further feedback from students on this issue.

Action: Rosie Dammers.

Action: Chris Davies to discuss the issues and comments raised above with the VP TL&S. A report will be provided at the next meeting.

5.1.3 Lecture capture
Chris Davies reported that c.70% of staff are using the facility in rooms where it is available, although in some rooms it is not yet working. Staff members have been allowed to determine when recorded material can be released, although this cannot yet be done for individual lectures. For example, if a request is made that material is delayed until week 8, all material recorded until that point will be delayed as there is only one link for all of the material for a unit. It was suggested that instead of requesting a delay, the link could instead be hidden in Blackboard by removing it from course link. However, this is not a workable solution as if any student has access to the link before it was hidden, they will be able to download all lectures.

There was concern that none uptake amongst some staff may lead to issues with student satisfaction, especially where students see a disparity in usage across their programme.

Where there are 2 hour lectures, they are recorded over 2 hours unless it is listed as two separate slots or each hour is allocated to two different members of staff, in which case there will be a break in recording.

The following questions were discussed *(Secretary's Note: Cath Dyson's findings are highlighted in italics):*
- What should I as the unit co-ordinator do if I am team teaching and half of my team want to have their lectures captured and half don't?
  Individual lectures can be opted-out. The unit coordinator should circulate the opt-out link, allowing teaching staff to choose which of their lectures will not be recorded.

- What should I do if I've agreed to use lecture capture for a course but I have an external tutor delivering one lecture / we have a lecture covering sensitive content that we do not want capture?

  Opt-out of this one lecture using the opt-out system, i.e.

  "How to opt-out of the Podcasting Service:
  During the week before teaching commences in Semester 1 the podcasting system synchronises with the Syllabus + timetabling system. This produces a list of all the venues with automated podcasting equipment, which course units have lectures in those venues and who has been identified as the lecturer of that unit in the timetable. The podcasting service then prepares a recording schedule and emails the staff identified, advising them of the scheduled recordings and providing a link which allows them to opt-out of recordings. If no further action is taken, the schedule will be processed and recordings will be added to the blackboard courses of the units.

  If the opt-out link is used a web page is presented. A list of lectures is present with a check box next to each one, first select the "Opt-out" option and then select the lectures you do not wish to have recorded. Finally click "Apply" and you will see the status change to "OPTED_OUT", no lectures with this status will be recorded.
  (http://servicedesk.manchester.ac.uk/portal/app/portlets/results/viewsolution.jsp?solutionid=0 41324712124611)

  Note that other Faculties (MHS) are using their own consent forms for external speakers.

- What happens if I have opted in but the timetabling information is incorrect, could I have someone else's lectures available via my course?

> *Contact your local faculty / school timetabling administrative staff. If they report the timetable appears to be correct contact mediatechnologies@manchester.ac.uk.*

- What do I do if I would like a delay in the availability of lectures to students?
  Contact mediatechnologies@manchester.ac.uk.

- Can I hide the link to the lectures from within my blackboard site?
  Yes however if a student has access to the link before it is hidden then they will have access to all the podcasts

It was also noted that the system administrative team is responsive to suggestions for improvement and that these should be co-ordinated via the E-Learning Manager, Cath Dyson and the AAD with E-Learning responsibility, Judy Zolkiewski.

It was also noted that only those units where members of staff had been specifically identified as running a unit would be captured. Where a unit is running in a Lecture Capture enabled room, but there is no associated member of staff identified in the timetable, then Lecture Capture would not run.

Action: Cath Dyson to investigate the above issues, including whether it is possible to gain more flexibility in delaying the release of material.
Action: Rosie Dammers to report any further student feedback to Chris Davies.

5.1.4 Blackboard
Chris Davies reported that problems with accessing the system were experienced at the start of the session. Richard Reece had reported to TLG that this appeared to be due to a higher hit rate than the system was able to cope with. The University is investigating whether this was a phishing attack. Cath Dyson reported that subsequent problems were also complicated by login issues and passed on the apologies of IT Services for the problems.

It was noted that often Bb was still accessible via alternative routes and that schools should inform their students of these routes. This is particularly important for first years and PGT students who will not have experienced alternatives to My Manchester as an access route to Bb in the past.

It was noted that this has had an impact on the student experience in SoSS. Due to the nature of the programmes, it is important that students can access the course guide to undertake their reading. David Williamson noted that due to the above issues, Schools have experienced a bad start to the year when Schools have tried hard to improve the student experience and raise NSS scores.

Action: Report any case studies or feedback to IT Services or Cath Dyson.

5.1.5 Wi-Fi rollout
It is hoped that by end of this session wi-fi will be available across all campus teaching spaces and by the end of next calendar year it was hoped to be available almost universally across the main campus. Teaching space is the priority but other areas of high usage such as the History common room will also be prioritised[1].

5.1.6 University College

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[1] Note: it is not possible to do this until the whole building is covered, however the faculty has agreed to provide a temporary local solution in the common room until a more permanent solution can be installed.

Recruitment is improving. 370 have chosen courses against a target of 500 this year so far, compared with 75 this time last year.

5.1.7 NSS and PTES
The Faculty experienced a 2% rise this year, with SoSS experiencing rises across the board. All Law programmes have a score of 90% or above. PTES scores are lower, but in line with the national picture. The University will continue with PTES.
In order to avoid survey fatigue, in 2013/14, the Student Barometer will be targeted at UG year 1 and 2, NSS at year 3 and PTES at PGT students.
The PTES scores have been mapped against the NSS where the areas relate. The same issues seem to be shared. Teaching quality is key in ensuring a good student experience.

Discussed: Students are allowed to self-select their JACS subject areas for the PTES which caused problems in a number of areas such as Geography. The consortium which runs the survey is looking at this.
The strategic value to the University of the PTES was discussed given the cost of the survey. It was noted that the University is pleased with how it went and its potential use to the institution and its ability to relate to nation trends, as well as RG trends.

5.1.8 Recruitment
The Faculty has met its Home UG targets but has fallen slightly short on international recruitment. PGT recruitment is down by c.60-100 compared with an expected shortfall of 300-400.
The original number of Student Number Control allocations were used, but not the additional allocation. Many areas recruited well during clearing often without the need to use many SNCs.

5.1.9 Overseas resits
The University is piloting allowing students to undertake completion of their resits abroad.

5.1.10 Marking scales
A Faculty Project Board will look at descriptor based reduced scale marking. GPAs will not be used. The pros and cons of a 10, 15 or 20 point marking scale will be considered. The board will be chaired by Chris Davies and administered by Lisa McAleese, with the Dean as Project Sponsor. The group will now be established and will make its initial report to TLC in due course.

5.2 Briefing Note
Received: Briefing Note, containing the following information (HTLC 1/13/5.2).

5.2.1 National Teaching Fellowship Scheme

The process for identifying and nominating colleagues for National Teaching Fellowships is about to start. This year the Higher Education Academy's deadlines are much tighter than before (i.e. initial call for nominations 15 October, deadline for submissions 14 January). This is roughly two months earlier than in previous years.

A paper with a proposed internal timeline is to be taken to Teaching & Learning Group for approval on 7 October, and as part of it the Group is being asked to approve a deadline for initial expressions of interest of 1 November. A formal communication will go out to Heads of School after the TLG meeting. This will also appear on StaffNet.

5.2.3 Teaching Excellence Awards
The process and timescales for the 2013/14 exercise will be announced shortly.

5.2.4 Humanities Teaching and Learning Office web developments
'Policies, Procedure and Guidance' pages

The Teaching and Learning Office has launched a new set of web pages to provide signposts to University policies, procedures and guidance documents, and where relevant, supplementary information provided by the Faculty of Humanities. They have been developed to facilitate access to information related to undergraduate and postgraduate taught programme development, teaching and learning, quality enhancement and other student-related matters.
http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/

Action: Send any feedback on the pages to Lisa McAleese (lisa.mcaleese-2@manchester.ac.uk). Please also publicise the new pages within your Schools, and link to them from appropriate sections of your School sites.

'Teaching and Learning Resources' database
A new T&L Resources searchable database has been created containing examples of T&L practice in Humanities and is available at:
http://www.humanities.manchester.ac.uk/tandl/resources/resources.php

New Online Faculty Teaching and Learning Forum

A new Humanities Teaching and Learning Forum has been set up to provide a means to foster peer to peer support for online learning. The Teaching and Learning News bulletins will also be posted here. All you need to login is your University username and password.
The following page provides more information and a link to the Forum:
http://www.humanities.manchester.ac.uk/tandl/elearning/resources/tandl_forum.html
The purpose of the forum is for colleagues to:
- Exchange ideas
- Share good practice
- Explore new approaches and technologies
- Support each other with development of material and use of online learning tools
- Ask questions and get answers on pedagogical and technical solutions

5.2.5 Retention / Teaching Quality Enhancement Fund (TQEF) reports

The following reports for projects funded in 2012/13 have been added to the new Teaching and Learning Exemplars database, which is now available online at:
http://www.humanities.manchester.ac.uk/tandl/resources/resources.php
- Maple TA piloting in School of Social Sciences (Economics)
- Write Away! Developing students' academic writing skills via a writing centre (Education)

5.2.6 New Sabbatical Interns

The Faculty of Humanities has two new Sabbatical Interns for the 2013/14 academic year, Becky Allen and Emma Dixon. The Sabbatical Interns will be invited to the November 2013 meeting of HTLC to present on their roles. For further information about their roles and responsibilities, see:
http://www.tlso.manchester.ac.uk/students-as-partners/sabbs/profiles/.
      It is noted that Will Carey who has overseen this activity for many years has moved onto a new role in the DSE, the new TLSO co-ordinator is Justin Kennedy.

6. **'Faculty Peer Review' document and Working Group on implementation (Nicola Lord)**

Received: Briefing document and Terms of Reference for the Working Group, for discussion (HTLC 1/13/6).

It was reported that Senate approved the document at its July 2013 meeting. The document will require creation of a Faculty College of Peer Reviewers. Each member of staff with a normal teaching load will undergo peer review every five years.

Discussed:
- Whether Peer Review can be undertaken more frequently within Schools, but if so, whether that would mean the new system is not fit for purpose. It was noted that the document states that review can be undertaken more frequently.
- The current document would not generate useful data for promotion committees.
- There was discussion of whether issues other than teaching (e.g. assessment and feedback) should be included. Some colleagues felt that a holistic view would be useful, others that this may distract from School-level guidance.
- There is a need to ensure that the process can assist with developmental issues and performance issues.
- Guidance on peer review of distance learning is required.
- There were concerns that this is management tool rather than peer review, and there could be a loss of fluid exchange of ideas.
- It was also noted that the role of College reviewers is likely to fall to T&L Directors and this would be burdensome.

Action: The document will be sent to DAG for information and Schools approached for representation.

Action: The Teaching and Learning Office should review the UG/PGT/T&L Directors role profile in light of the increased responsibility and seniority of the role. There is a danger that committed individuals may be lost or dissuaded from undertaking the role.

   7. **Faculty Distance Learning 'Framework' (Matthew Jefferies / Cath Dyson / Nicola Lord)**
Received: Presentation on the new online Faculty Framework, providing resources for development of distance learning activity.

A survey of British HE institutions showed that 90% were trying to introduce distance learning. Worldwide, the number of enrolments for distance learning is increasing by 10-15% per annum compared with 5% for on campus delivery. The worldwide revenue is £36bn. The UoM has 8000 DL students with the vast majority in MBS. A Network of Faculty practitioners has advised on the site's development. The Framework aims to support colleagues in creating a new programme or converting a programme to distance delivery. It

The Network was keen that the site advised developers on what DL looks like and the support available for development. Past developments have taken place in an ad-hoc way.

The Faculty is also considering establishing a ring-fenced budget to enhance DL within the faculty. The Dean's Advisory Group (DAG) is creating a project group to look at some of issues in more detail. Within the next couple of years, it is hoped that extra resource will be available to support the development of DL activity.

The site outlines a DL development process alongside the QA /programme approval process. It uses information from existing models of DL delivery with practitioners discussing various aspects of their

programmes on video. Colleagues in SEED, HCRI and MBS have contributed time and their videos provide examples of how individuals have implemented DL. An Expression of Interest (EoI) form should be supplied to the Faculty T&L Office at an early stage by programme proposers in order that the faculty can allocate resources.

There was discussion of whether market research has been carried out. The project group will have the Faculty's Marketing Manager involved and she has been provided with the names of three areas in which there is potential for expansion. She would be involved in market testing for any supported EoIs. There was concern that DL delivery could cannibalise the on-campus market, but it was noted that it could help support PGT delivery.

The site is currently being finalised and will go live at the end of October. Colleagues are asked to encourage any colleagues considering developing DL activity to complete an EoI form and submit it to the T&L Office.

Action: Nicola Lord to circulate a link to the site to HTLC members. HTLC members are asked to review it and provide and feedback to Cath Dyson by the end of October.

8. **Review of personalised learning / academic advising system (Prof. Richard Reece)**

Prof. Reece is undertaking a review of the Personalised Learning Policy (2008) and is gathering views on how it is working. Feedback from students on the role of the Academic Advisor has revealed that most students recognise that they have an Advisor, but their interactions can be varied across Schools. Discussions with students revealed that they feel that few people know them by name.

Committee members were asked whether the Advisor role is still for purpose, whether it can be improved in terms of use of staff time, whether the University can further support student interaction. The term is used very differently, and roles can differ across Schools.

- SoSS has experienced problems in finding the best method of student support. Due to numbers, students have advisors across different disciplines. Students seem to value their Advisor. Advisors also need support, e.g. providing them with templates for writing references, across disciplines. There have been discussions about whether this support must always be provided by an academic and whether external staff could be hired to undertake the role. Advisors access students' exam results via Campus Solutions. It was noted that HR had previously advised other areas of the Faculty that Advising is part of the lecturer role and such staff would then have a claim to promotion.
- ALC aim to ensure continuity of Advisors as dissatisfaction is reflected in the NSS. Care must be taken not to neglect other forms of personalised learning. Attempts are being made to improve interactions so that the exercise is not artificial.
- Law has struggled with the definition of the role and would prefer to revert to a system of personal tutoring. Academic Advisors also cover personal issues and 'Academic Advising' is a misleading term. Law has a School Tutor who coordinates the activity.
- It was noted that the PL Policy was very prescriptive in terms of the role and mechanisms. The ALC Student Support and Guidance Office was set up to address student queries regarding some issues.
- MBS have Academic Advisors and Student Support Office.
- PGT students have a lack of similar support mechanisms in some Schools. ALC PGT students have a PDP (PLP) and have a named advisor they meet in week 0. AAs should act as signposts to other resources. This system is getting good feedback from students and staff. Students

are encouraged to record their experiences on a plan with their Advisors and will monitor them over the year.

- Student expectations need to be considered. Students in Geography have 15 minute meetings with their Advisors but would like more contact. More elements have been added to the role, such as employability, leaving some Advisors out of their depth. Some colleagues don't necessarily want training. Encouraging engagement is difficult. Students tend to use this relationship earlier in their programme rather than later.
- In most Schools, every member of academic staff has advisees.
- Most staff have access to Campus Solutions, although MBS do not for PGT students.
- Another model to ensure weekly contact was to embed Advising into a core unit. The downside is that they lose continuity of Advisors with this method.

Prof. Reece noted that the School / Faculty visits will be completed this semester and a report produced for semester 2.

Action: Please contact Prof. Reece with any further comments (Richard.reece@manchester.ac.uk).

9. **Work and Attendance Monitoring Working Group (Judy Zolkiewski)**
   To receive: A verbal report on the work of the above Group.

Judy reported that the Group has met and the Faculty is represented by Judy Zolkiewski .Rosie Dammers is also a member. The TLSO is in the process of revising the policy and guidance on work and attendance. There are different perceptions about what should be compulsory.

It was noted that it is important that the revised policy can be implemented and understood easily. Lectures are not compulsory everywhere at present. Schools can determine elements of attendance which are compulsory.

10. **Faculty Prizes (Lisa McAleese)**
Received: Paper on the above, for discussion and agreement (HTLC 1/13/10)

This paper will be discussed at the November meeting of HTLC.

11. **Library developments in teaching and learning (Katy Woolfenden)**

KW reported that the main library's opening hours have been extended and it is open until midnight every night during term time. In response to student feedback, the Learning Commons will incorporate more desk height and quiet working space. There was discussion of whether a student bus will run to Fallowfield at closing time.

Action: Katy Woolfenden / Rosie Dammers to investigate.

The new 'My Learning Essentials' skills programme is up and running. Please send any feedback to Jennie Blake (Jennifer.blake@manchester.ac.uk).
http://www.library.manchester.ac.uk/academicsupport/mylearningessentials/

11.1 Humanities Core Text Project - Issues, Solutions and Actions

Received: The above document, for information (HTLC 1/13/11.1)

12. **Teaching and Learning Showcase 13/14 (Cath Dyson)**

Received: Discussion paper on the Showcase (HTLC 1/13/12).

Cath Dyson reported that the Faculty wants to encourage attendance at the Showcase and it was proposed that either a School host the Showcase, or a panel discussion is held at the end of the day. It was suggested that SEED may be interested in hosting it as they are planning an Employability Showcase within the School this year.

Action: Cath Dyson to approach Fiona Smyth. Other interested Schools should contact Cath Dyson or Emma Rose.

13. **Promoting languages and facilitating language learning across the Humanities**
    Received: Faculty position statement on the proposals discussed at the June 2013 meeting of HTLC (HTLC 1/13/13).

This paper will be discussed at the November meeting of HTLC.

The following items were received for information:

14. List of information circulated since the last meeting (12 June 2013) (HTLC 1/13/14)
15. Proposed list of HTLC agenda items throughout 2013/14 year (HTLC 1/13/15)
16. The Executive Summary of the Report of Periodic Review of Law (2012/13) (HTLC 1/13/16)
    The full report can be obtained from Emma Sanders (emma.c.sanders@manchester.ac.uk).
17. 'Faculty Teaching Assistant Working Group' Terms of Reference (HTLC 1/13/17).
18. Humanities Intake Management Group minutes
    Minutes from the most recent meetings (August) can be found online at:
    http://www.humanities.manchester.ac.uk/humnet/committees/facultyintakemanagementgroup/
    18.1 Predicted student intake numbers 2013/14 (based on data collected 6-13 September) (HTLC 1/13/18.1)
19. eLearning Report (HTLC 1/13/19)
    19.1 eLearning Strategy Group minutes (HTLC 1/13/19.1)

20. **Distinguished Achievement Awards 2013/14**
    Lisa McAleese reported that information on key dates with be sent to Heads of School Administration shortly. The deadline for nominations will be 16 December. HTLC will consider both the UG and Teacher of the Year nominations this year. There will be no PGT award this round, but PGT awards will be introduced for the next round, with the inaugural awards made at the December 2014 graduation ceremony. (PGR awards will be made in December 2013).

21. **A.O.B.**

22. **Date of next meeting**
    The next meeting will take place on Wednesday 6th November 2013 from 2pm – 4pm in Committee Room A, Whitworth Building.