**Faculty of Humanities**

**Teaching & Learning Committee**

 **Minutes of the meeting of 7 October 2015**

**Room G1.08, Alan Turing Building**

**Present**

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

Mark Baker Director of Teaching and Learning, SEED

Sharon Clarke Director of Teaching and Learning, MBS

Lisa McAleese Faculty Teaching and Learning Manager

Ken Clark Teaching and Learning Director, SoSS

Judy Zolkiewski Assistant Associate Dean for Teaching, Learning & Students

Matthew Jefferies Assistant Associate Dean for Teaching Learning & Students

Mark Elliot Director of Postgraduate Studies, SoSS

Liam Harte Director of Undergraduate Education, SALC

David Brown Director of Graduate Education

Michael Spence Education Officer, UMSU

**Ex-officio members**

Nicola Lord Faculty Teaching and Learning Officer

Anna Verges-Bausili Faculty eLearning Manager

Katy Woolfenden Head of Teaching Learning & Students, Library

Emma Sanders Faculty Teaching and Learning Officer (Secretary)

Elinor O Connor MBS Director of Postgraduate Studies

Norma Hird School of Law Undergraduate Studies

Bruce Wardhaugh School of Law PGT Studies

Anna Goatman MBS UG Studies

**By invitation**

Xavier Duran Martinez pp Elaine Ferneley

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| **Item** | **Noted** | **Action** |
| 1. **Apologies**
 | Rebecca Bennett (Director of Teaching and Learning, SoL) | **-** |
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| 1. **Presentation from Off-Campus Students Project Coordinator (Miriam Amies)** [HTLC/1/15/2]
 | **Reported:** The role of Off-Campus Students Project Coordinator had been created a year ago, but Miriam had only just taken up the post, replacing Jess Nightingale. Research completed to date indicated that male students living at home may need more academic support prevent them dropping out, whereas it is believed from the timing of student withdrawals that female students are more likely to withdraw for personal, social reasons. Mature students are in danger of being ignored as a specific group, but the different expectations/levels of engagement of 18-yr old students can affect mature students’ satisfaction, e.g. the quality of seminar discussion greatly depends on contributions from well-prepared and engaged students. Mature students often need more help study skills such as referencing styles etc. either because they are out of practice and expectations / conventions may have changed, or because they have entered via a non-standard route such as an access course. Group work can be particularly challenging if students are required to meet up face to face, as many live far away. Academics are asked to bear study modes in mind when designing courses. **Discussed:** Miriam hopes to extend the project to Distance Learning students by contacting them online e.g. via facebook. Many mature / at home students study part time, and they are factored into the project, but not as a separate designation. However, targeting them specifically could be useful: they can be easily identified via separate, Part-time Plan Codes on Campus Solutions. | Miriam Amies to contact DL students.TLO to send Miriam information on DL programmes. **Completed.** |
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| 1. **Minutes of the last meeting of 10 June 2015** [HTLC/6/14]
 | Approved subject to a correction to p2, about Law’s SSR not being as high as that stated in the League table. | Emma Sanders. **Completed.** |
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| 1. **Matters arising from the previous meeting of 10 June 2015** [HTLC/1/15/4]
 | **Carried forward from HTLC of Weds 2nd April 2014:**

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| ***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. |

**Actions arising from HTLC of Weds 10th June 2015:**

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| ***Item*** | ***Action*** | ***Who*** | ***Update*** |
| **4.1: Chair’s Report – Sustainability Challenge 2015** | Law to provide the Programme Directors name to be contacted regarding the sustainability challenge | NH | **Completed.** |
| **7. Draft Statement of the Attributes required for a graduate of a University of Manchester postgraduate taught programme** | Feed back the following points to Louise Walmsley: 1. the statement should only apply to students who graduated with a full Masters, not those who exited with a PGDip or PGCert.
2. Is this statement applicable to the PGCE students.
3. The the word ‘professional’ seemed overused, notably in the first line of the Personal Achievements section.
 | FS | **Completed.** |
| **8. Framework for minimum requirements for contact at PGT** | A mapping out of the implementation of the framework was required before it can be agreed by TLC. All Schools will then pick up in their October SEAP meetings. | T&L Directors  | **Ongoing:** TRAC data indicates PGT already expensive. But more contact hours will increase cost. Schools are asked to identify the gap between what contact hours are currently delivered and what the framework says, for discussion at SEAP meetings. |
| **9. Graduate Destinations and Employability Strategy** | Feed back any further comments on the Strategy to Matthew Jefferies.  | T&L Directors  | **Completed.** |
| 1. Clarify in the strategy what Academic Advisors, Employability Leads and Senior Academic Advisors are actually responsible for in terms of embedding employability.
2. Create an implementation plan to accompany the Strategy.
 | Matthew Jefferies | **Completed.****Ongoing:** t.b.c. following a meeting with Paul Gratrick and School Employability Leads. |
| **10. Technology in Teaching & Learning Committee** | Further discussion over the future of TTLC was required – bring back to HTLC once the Chair of TTLC had given further thought to the implications of disbanding the committee. | Judy Zolkiewski | November meeting of HTLC. |
| **13. Units with fewer than 10 students** | Schools will check the raw data against units once received by the T&L Directors | T&L Directors | **Completed.**  |

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| 1. **To receive HTLC Terms of Reference** [HTLC/1/15/5.1]
 | **Approved** with minor corrections: * Humanities Peer Review Group is now a Network
* Portfolio Review and Horizon-Scanning Group is now “Portfolio Advisory Group”
* eLearning Network has not yet been established: to be discussed at HTLC in November, along with the future of Technology in Teaching Sub-Committee

**Discussed:** Membership and ToR of Intake Management Group were unclear, and it was queried whether the current membership was appropriate. **Confirmed:** IMG is primarily an operational group. However, when IMG does discuss strategic issues they should be brought to HTLC, to help T&L Directors maintain strategic oversight of recruitment and admissions. Schools are at liberty to decide who should best represent them at IMG, who should manage confirmation and clearing week etc. | Emma Sanders.**Completed.** |
| **T&L Director Overview of Faculty Responsibilities** [HTLC/1/15/5.2] | **Approved** with minor correction: * PASC meets x 7 per year, not x 3
 | Emma Sanders.**Completed.** |
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| 1. **Chair’s report**
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| **6.1 Verbal Report** | **1 Faculty T&L Away Day (September 2015)** had focused on assessment and degree attainment. There were four areas that we looked closely at with a series of actions:* + Grade Descriptors
	+ Moderation Processes
	+ Assessment levels (are we over assessing?)
	+ Reduced scale/step marking

**2 National Teaching Excellence Framework (TEF)**TEF phase 1 was expected to look at institution-based metrics only. (To be agreed by May 2016).TEF phase 2 (1-2 yrs later) still under discussion, but was likely to be subject-based, with subjects based on REF-categories. The Russell Group are proposing some that sort of Self-Evaluation Document should accompany any quantitative data, and express the benefits of being in a research-intensive university. Data may include statistics on graduate employment, but probably not DLHE – argument is TEF needs to measure employment outcomes longer term. TEF is expected to include PGT, but this is not yet confirmed.**3 Career Management Skills Unit**This is being revamped to make it more scalable: the Careers Service will no longer assess work – Schools will have to do this.The revised unit will include assessment centre preparation and psychometric testing. **4 PGT Dissertation re-submission. (continued from last year).** **Proposed:** a student must have achieved at least 30% in order to be granted a resubmission attempt. **AGREED.** To take effect 16/17, following Senate approval. **Noted:** MBS has a 40% threshold – approved by Dispensation - due to the nature of the programmes.**5 Progression on UG Programmes**HTLC members were reminded that under the 2012 Degree Regulations students are not permitted to progress on track for an Ordinary degree – students can instead be given the opportunity to repeat the year. A student may only repeat a year once during an UG career. Discussed: What about mitigating circumstances, e.g. for a student with a chronic condition? *Secretary’s Note:* *It was subsequently confirmed that ‘undergraduate students can normally only repeat the entire level on one occasion during the whole programme, at level 4 or 5 subject to teaching capacity not being exceeded. Exceptions may be permitted in cases of mitigating circumstances’.***6 Integrated Masters Degree Outcomes - guidance**If an IM student ends up with a profile that means s/he would have achieved a 2.1 at BA (on completion of Level 6) but a 2.2 Integrated Masters (on completion of Level 7): the student may prefer to exit with the BA 2.1. Guidance was that if the student Withdraws on last day of term, s/he can rescind their final award. But this would mean a student having to act before the BoE met to agree results. HTLC felt this needed more discussion at the centre.**7 UG Degree Regulations – Referrals** Students can currently be referred in up to 80cr. Proposed: to reduce maximum referrals to 60cr. However, initial modelling had shown that no more students ended up leaving if they resat 80cr or 60cr.**8 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? Currently varied practice across Faculty, as emerged at TLAN discussion in 14/15. **9 MyManchester for Students** Staff were alerted that this portal has some more microsites – FS has asked that these are made visible through the TLSO website. **10 Boundary Zones** Discussion was ongoing about how to deal with cases where a student has a HIGHER mark than required for a particular classification, but a poor fail means they do not end up in the boundary zone due to credit deficit (preponderance / i.e. they don’t have enough credits “in the zone”).**11 Library News*** A presentation had been given to TLG by Katy on library redevelopments due to start end 15/16. More to come at November HTLC.
* Books Right Here, Right Now project was ongoing – next phase to understand how academics request books and ebooks to improve access to recommended texts. Questionnaire to be circulated – important that staff take the opportunity to respond and feed in. Academic Engagement Teams will be promoting via School committees.
 | **Lisa McAleese to collate current practice on whether Schools give Dissertation submission extensions to PGT students with resits, and forward to Emma Hilton-Wood.** |
| **6.2 \*Briefing Note** [HTLC/1/15/6.2] | **1 Documents circulated since the last meeting****2 Senate**: * Policy on Inclusive Teaching and Learning Materials: approved – see below
* Policy on Submission of Work for Summative Assessment: approved – see below
* Policy on Ethical Approval of Research in Taught Assessment: approved – see below
* Amendments to:
	+ General Regulation XVIII: Student Complaints Procedure: approved – see below
	+ General Regulation XIX: Academic Appeals Procedure (in response to OIA’s Good Practice Framework) : approved – see below
* Changes Ordinance XI (1) which will recognise only three faculties: EPS, Humanities, MHS from 1 August 2016: approved
* Updated Internationalisation Strategy
* New and amended undergraduate and postgraduate taught programmes

**3 Teaching Excellence Awards 14/15*** [Gemma Edwards](http://www.tlso.manchester.ac.uk/teaching-and-learning/excellence/2014-15winners/gemmaedwards/) **(SoSS)** for her approach to her own teaching and to the students’ learning, and combining support for employability and community building through the ‘ProD’.

**4 Unit Surveys**Schools are reminded that from 15/16 TLSO will only be supporting the online Unit Survey system. **5 PASS Training**PASS training has trained 521 PASS Leaders for September.**6 New tool to enable podcasting of any timetabled event****7 QA World Rankings**<http://www.topuniversities.com/>**8 Important changes from DSO – now Disability Advisory and Support Service (DASS)****9 Overview of Teaching Awards** |  |
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| 1. **Student Matters raised by Student Representatives**
 | Michael Spence – Humanities UG Rep last year – was welcomed to HTLC in his new capacity as UMSU Education Officer. Programme Rep elections would start on Friday, so Humanities UG and PGT Student Representatives should be able to attend HTLC in November. |  |
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| 1. **Adjustments to Portfolio Advisory Group and Process (Emma Rose)**
 | **Reported:** Changes to PAG had been proposed based on reflection on last year: * + Business to include more positive horizon-scanning;
	+ Membership to include representation from each School;
	+ Include direct conversation with the Head of School and Director of T&L to discuss response(s);
	+ Timing has been brought forward to Semester 1, based on initial registration figures;
	+ Changes in how Part-time students will be counted.
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| 1. **\*Faculty of Humanities Overview of PTES Results 2015**

[HTLC/1/15/9.b] | Do we need a Faculty project focusing on improving PTES? MBS scored low on Dissertation, which seems to be common for subject areas across Faculty.**Discussed:** perhaps this was because the deadline for PTES responses was April this year rather than June last year). UoM decides when we set PTES, so TLSO are looking at whether our timing has had an adverse effect on our results cf: Russell Group.**Proposed:** Bring back PTES findings on the Dissertation to HTLC for discussion (as opposed to setting up a separate group).  | **Action: FS and LMcA to discuss how to take forward.** |
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| 1. **NSS 2015**
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| **10.1 \*NSS Results 2015: Faculty Overview** [HTLC/1/15/10.b] | Do we need a Faculty project? The obvious topic would be Feedback, but we have already done work on this (including at Faculty T&L Away Day, above).  |  |
| **10.2 Academic Advising and Student Satisfaction**  | **Discussed:** Revised University Policy on Academic Advising (AA) introduced this year: there were no major changes, but it has focussed attention on what we do with AA in some areas. Furthermore there were some significant changes in terms of the CONTENT of Academic Advising which need to be implemented: Faculty could play a role in promoting and communicating this to ensure it filters down and affects academic practice on the ground.Research done by the VP (TL&S) showed that AA is the area that has most impact on NSS results. TLAN will be looking at implementation of the policy through the coming academic year. | **Action: LMcA to discuss ways of promoting changes in AA content through TLAN, with reference to revised University PoIicy on Academic Advising.** |
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| 1. **To discuss a paper on Recording and Monitoring Student Attendance (Lisa McAleese)** [HTLC/1/15/11]
 | Lisa has been working with PSS to improve systems for monitoring and attendance. Section 3 describes the “ideal” process and Appendix A gives information on why we monitor attendance and the benefits of doing so. A key obstacle to maintaining accurate data and so identifying students who are struggling is late return of rosters by academics: therefore the paper proposed a 72 hour deadline for return of attendance monitoring data by academics. **Discussed:** Students email in excuses a week later, which would mean the academic then has to go back and edit the original data. Why not focus on key weeks, and ensure staff input by that date, e.g. “Week 3 is crucial – please complete your returns by then”? e.g. the Law UG Director completes attendance returns on a 2-weekly cycle, once she knows that they are accurate, as by then students will have forwarded any mitigating circumstances or apologies.The default roster SHOULD be that all students are assumed to be present and you just mark the ones who didn’t attend (and why) rather than having a long list of options. Academics reported that this was not actually the case – they had to complete all attendance from scratch. | **Lisa McAleese to check that i) default attendance rosters assume all students are present and ii) ensure options are JUST “Authorised/****Unauthorised”**  |
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| 1. **Consultation on revised University Programme Specification template (Emma Sanders)** [HTLC/1/15/12a and HTLC/1/15/12b]
 | **Discussed:** * Curriculum Maps not useful in Humanities, as programmes tend to consist of many optional course units.
* However, the usefulness of Programme Specifications in general depends on how you write them.
* What is the purpose of the Programme Specification – i) there must be a “single source of truth” about a programme structure, content and ILOs: where is this? The handbook/blackboard space/Programme Specification etc?

ii) the definitive description of a programme’s structure, content and ILOs which has been approved for a UoM award* Programme teams must update Programme Specification each year.
* Staff don’t publish them to students (they are seen as a tick-box exercise).
* Faculty would prefer the “verbal guidance handbook” version (2007) to the proposed “box template”.
 | **Emma Sanders to 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.** |
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| 1. **To discuss Reading week(s) and use of (Fiona Smyth/Lisa McAleese)**
 | Reading Lists are not “required” by the University. Humanities may be the only Faculty that observes them. Should we continue with them, and if so, should they be formalised? Discussed: Why was there no break at all between the end of the January exam period and start of Semester 2? Staff AND students would welcome this. Why was the exam period in January only 2 weeks long?**Agreed:** Carry forward to HTLC November 2015.  | **Action: FS to ask TLG why the January exam period is only 2 weeks long**  |
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| 1. **To discuss the implementation of mark review for UG classifications (Lisa McAleese)**
 | This is the first year that students will have graduated under the 2012 UG Regulations and mark review will have been applied. No comments were fed back from Schools. Schools were reminded not to have or create a School-derived subset of “criteria” that determine which students meet the University-determined criteria for mark review. In other words, everyone who is “borderline” is in “mark review”, in other words.  |  |
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| 1. **Paper outlining Recommendations for Resit and examination board processes, from the HPRC meeting of 16 June 2015** [HTLC/2/15/15]
 | **Reported:** The paper about streamlining exam processes had been **Approved** at HPRC. Amongst other things it confirmed that Resit papers should be set at same time as First sit papers.  | **Lisa to send to HoSAs for implementation** |
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| 1. **Update to Peer Review Process and Guidance (Nicola Lord)**

[HTLC/2/15/16a, [HTLC/2/15/16b, HTLC/2/15/16c] | Received. |  |
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| 1. **Update on Recruitment and Admissions (Emma Rose)**
 | Carried forward. |  |
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| 1. **Distance Learning (DL) Update (Matthew Jefferies)**
 | Carried forward. |  |
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| 1. **A. O. B.**
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| 1. **\*Interruption Requests**
 | N/A |  |
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| 1. **\*Faculty Guidance on Programme Proposal Processes 15/16**
 | Received. |  |
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| 1. **Summary of HTLC Business in 14/15, for reference** [HTLC/1/15/22]
 | Received. |  |
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| 1. **\*Sub-Committee Business**
 | **\*Sub-Committee Business*** *Substantive items to be brought to HTLC as Agenda Items, by the Chair of the relevant Sub-Committee.*
* *Full Minutes will be posted to the Humanities intranet site.*

23.1 \*Programme Approvals Sub-Committee N/A – first meeting takes place 21st October 201523.2 \*Intake Management Group (IMG)2nd September 2015<http://www.humanities.manchester.ac.uk/humnet/committees/humanities-teaching-and-learning-committee/intake-management-group/> |  |
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| 1. **Date of next meeting**
 | Wednesday 11th November, 2 – 4pm (venue t.b.c.) |  |

**Distribution:**

Faculty Officers

Dr. Fiona Smyth Associate Dean for Teaching, Learning & Students

Prof. Matthew Jefferies Assistant Associate Dean for Teaching, Learning & Students

Prof. Judy Zolkiewski Assistant Associate Dean for Teaching, Learning & Students

Mrs. Lisa McAleese Teaching and Learning Manager

Mrs. Emma Rose Head of Faculty Teaching and Learning Support Services

Manchester Business School

Prof. Sharon Clarke Director of Teaching & Learning

School of Environment, Education and Development

Dr. Mark Baker Director of Teaching and Learning

School of Arts, Languages and Cultures

Dr. James Garratt Director of Undergraduate Education

Dr. Abigail Gilmore Director of Graduate Education

School of Law

Prof. Rebecca Bennett Director of Teaching and Learning

School of Social Sciences

Dr. Veronique Pin-Fat Director of Undergraduate Studies

Dr. Mark Elliot Director of Postgraduate Studies

Student representation (nominated by the Students' Union)

Harriet Pugh Education Officer

Cameron Austin Humanities UG Representative

Michael Spence Humanities UG Representative

Thom Elliot Humanities PGT Representative

**Ex-officio members:**

Dr. Ilias Petrounias MBS Director of Undergraduate Studies

Dr. Elinor O’Connor MBS Director of Postgraduate Studies

Ms. Norma Hird School of Law Undergraduate Studies

Dr. Jackson Maogoto School of Law Postgraduate Taught Studies

Prof. Elaine Ferneley MBA and MPA Director, MBS

Mrs. Nicola Lord Faculty Teaching and Learning Officer

Ms. Emma Sanders Faculty Teaching and Learning Officer (Secretary)

Ms. Rachel Walton Faculty Teaching and Learning Officer

Ms. Anna Verges-Bausili Faculty eLearning Manager

Guy Percival Head of Faculty IS

Mrs. Katy Woolfenden Library, Director of Teaching, Learning & Students

t.b.c. Associate Dean for External Relations

**By invitation:**

Louise Walmsley Head of the Teaching and Learning Support Office (TLSO)

Amanda Grimshaw Faculty Lead for Recruitment and Admissions

Michelle Harper Faculty Estates Officer

Jane Hallam Faculty Planning Officer

Felicity Wicks Acting Faculty Marketing Manager (Student Recruitment)

Marie Gray Faculty Communications Officer

**For information to:**

Heads of School Administration

 Jayne Hindle – SALC

 Alison Wilson – School of Law

Janine Ellis - MBS

Catherine Tansey – SoSS

(**Not** Rosie Williams, by request) - SEED

School Teaching and Learning Managers

Abi Robinson - Law

Amanda Brereton (UG) - SoSS

Bernadette O'Connor (PGT) - SoSS

James Walker - SEED

Janice Dodds (Student Support) - SEED

Elizabeth Nolan - SALC

Fiona Fraser – SALC UG

Kevin Little – SALC PGT

Ashton Bamfield – SALC (Collaborative Partnership Administrative Officer)

Sarah Featherstone (UG) – MBS

Alison Walker-Twiste – MBS Head of Graduate Services

Hilary Garraway (PGT) – MBS

Jane Crombleholme – MBS Executive Education

School eLearning Leads

Neil Cobb - Law

Karen Niven - MBS

Liam Harte - SALC

Gary Motteram - SEED

Dan Rigby - SoSS

Employability Leads

Dinah Crystal – Law

Penny Clarke – MBS

Lindy Crewe – SALC

Craig Blyth – SEED (MIE)

Jennifer O’Brien – SEED (Geography)

Veronique Pin-Fat – SoSS