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

**3 October 2018, 2pm – 5pm, Room 2.217 University Place**

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| **Item** | **Noted** | **Action** |
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| **1.**  | **Welcomes and Apologies****Present:** Rebecca Bennett (AD DL); Thea Cameron- Faulkner (AD); Ken Clark (SoSS); Helen Davenport (TLO); Kieron Flanagan (AMBS); Paul Gratrick (Careers – PG); Chris Godden (SALC); Matt Jefferies (SALC); Lisa McAleese (T&L Manager – LMc); Claire McGourlay (SoL); Olivia Meisi (student rep); Elinor O’Connor (AMBS); Emma Rose (HTLSE); Brenda Sanderson (secretary – BS); David Spendlove (SEED); Fiona Smyth (Chair -FS); Damien Tolan (TLO); Anna Verges-Bausili (eLearning); Rachel Walton (TLO).**In attendance:** Judy Williams (University Academic Lead LEAP; School of Medical Sciences - JW)**Apologies:** Xavier Duran (AMBS); Philip Handler (SoL) |  |
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| **2.**  | **Leadership in Education Awards Programme****Received:*** JW delivered a presentation on the LEAP Programme.

**Reported:*** The LEAP is a University wide programme available to all staff and postgraduate research students across the University and presented an opportunity for colleagues to receive a formal, national qualification for their contribution to teaching and learning. The programme was accredited by the Higher Education Academy and can award Associate, Fellowship, Senior and Principal HEA Fellowships.
* The programme had been running within FBMH since January 2016 and there was a desire to extend the programme within the Faculty of Humanities.
* There were over 600 colleagues registered on the programme and over 200 fellowships had been successfully awarded since the programme began.

**For action:*** DoTLs would highlight the LEAP programme to staff in their Schools and asked for further information about the programme which could be disseminated. BS would send this information to ToTLs once it had been received by the LEAP Programme Administrator.
 | **DoTLs****BS** |
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| **3.**  | **Minutes of the last meeting****Received:** [HTLC/1/18/3]* The minutes were approved as an accurate record.
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| **4.** | **Matters arising****Received:** [HTLC/1/18/4]**Actions arising from HTLC of Wednesday 13 June 2018**

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| ***Item*** | ***Action*** | ***Responsibility*** | ***Update*** |
| 2. Understanding the Requirements of the Competition and Markets Authority (CMA)  | DoTLs would email LMc with details of HoDs who need to complete CMA training. | DoTL | Complete  |
| The Faculty would highlight CMA training to Schools, which should be completed by DoTL, PDs, HoDs, A&R managers and T&L managers | LMc | LMc was in the process of collating this information |
| 4. Matters Arising | AV will update the summary document regarding submission of confidential documents through Turnitin. | AV | AV completed and distributed following the meeting |
| 6. HESA Performance Indicators | ER would update the employability data in the HESA comparison once available and circulate to the committee. | ER | BS would circulate following the meeting |
| LMc would organise TEF workshop, and invite Matt Atkin and Becki Lovelady.  | LMc | Not completed |
| 9. Teaching / PSS Awards | LMc would update the proposal with points raised in discussion. | LMc | Ongoing |
| LMc and AV would develop criteria for a Best use of Technology Award.  | LMc/AV | Ongoing |
| 16. School Teaching and Learning Updates (SALC) | HD would invite speaker to PAG to discuss 3+1+1 programme with Beijing Normal University. | HD | Ongoing |

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| **5.** | **Chair’s Report**  |  |
| **5.1** | **Chair’s Verbal Report****Reported:** * The Sustainability Challenge would take place on the Tuesday of induction week and it was anticipated that there would be the same attendee numbers as the previous year although it was noted that the number of Humanities students had not increased. DoTLs were asked to encourage students to attend the next academic year.
* There would be a demonstration of some of the latest features that the Digital Team within the Student Lifecycle Project had built for both students and academic staff. LMc had sent a calendar invite to staff members in Schools. The demonstration would focus on the following features:
* Progression Dashboard – a student’s view of their academic and extracurricular progress (including Stellify and Higher Education Achievement Report)
* My Requests (i.e. Interruptions, Change in Programme etc.)
* My Appointments (i.e. Airport Pickup, Police Registration etc.)
* Student Support Triage
* ‘My Students’ Dashboard for academics
* TLG discussed the review of the Post 18 education and the loan implications. It was noted that change was inevitable but it was unclear as of yet what this would be. The Augar Review report had also been put back to Spring 2019.
* There would be another TEF pilot as neither model A or B worked well. Model C would incorporate teaching intensity working with the metrics and there was still an aim for an October 2019 timeline. It was confirmed that the University would not be entering the pilot. It was noted that NSS was flawed but it would form part of the next pilot. A strategy group was starting to meet with the focus on students at the heart of the work. It is expected that implementation of TEF will be 2020 as expected.
* An event would be held the week commencing 16 October 2018 to celebrate teaching. All Heads of Divisions had been invited to the event to celebrate the success of University staff members.
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| **5.2** | **Chair’s Briefing Note****Received:** [HTLC 1/18/5.2] |  |
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| **6.** | **Operational priorities (Fiona Smyth)** Received: [HTLC/1/18/6] **Discussed:** * FS presented the Operational Priorities (OPs) to ensure all were aware of the priorities the Faculty was working towards. The OPs were more succinct for 18/19 making it a slightly different format however that did not change the Faculty’s focus.
* It was discussed that the briefer format may mean the OPs would be more difficult to monitor.

**Noted:** * ER noted that there would be a discussion about what the Faculty’s priorities should be for 2019/20 at the next HTLC. It was anticipated that this would give an opportunity to discuss how the Faculty action the OPs and allow School’s to identify their strategy underneath the Institutional priorities.
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| **7.** | **TEF Preparations****Discussed:** * FS would report back to the group with information as to how best prepare for TEF. Whilst progress had been made, it was acknowledged that the Industrial Action was a challenge and NSS response rates were poor.
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| **8.** | **17/18 HTLC Actions Arising** Received: [HTLC/1/18/8]**Noted:** * Members were asked to update the secretary on the outstanding actions.
 | **All** |
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| **9.**  | **NSS / PTES reports****Received:** 9.1 NSS 2018 highlight report [HTLC/1/18/9.1] 9.2 Initial NSS observations [HTLC/1/18/9.2] 9.3 Faculty of Humanities NSS Summary [HTLC/1/18/9.3] 9.4 Faculty of Humanities PTES Summary [HTLC/1/18/9.4]**Reported:*** Members were asked to share their views on the reports made available to the group.
* EOC noted that there was a focus on quality of teaching, programme organisation and personalising the learning experience. Attention had been devoted to assessment and feedback and their research determined that it did not have an impact on overall satisfaction.
* KF noted there had been low PTES response rates. Focus would be paid to qualitative feedback and students not feeling as if they were part of a coherent group by liaising with the learning centre to encourage team building exercises and budget had been put aside for programme level activities. It was felt that this was a worthwhile investment after the Industrial Action and M2020. Budget had been offered to look at improving satisfaction but no requestshad been received at that point.
* KC reported that there was a focus on assessment and feedback and there had been some improvement. There was an aim to provide more opportunity to do group work. It was acknowledged that there was value in receiving student views but closing the feedback loop was poorly done. The School aimed to be more positive, for example, interviewing award winning teachers which would then be publicized to students.
* DS stated that there had been a focus on assessment and feedback and there had been a 10% rise in satisfaction in that area in the previous year. Learning Outcomes (LOs)were also to be shortened as it was determined that students couldn’t be assessed in the way the LOs were written. All the programmes reviewed through PAG would be assessed for this in future.
* CM reported that work had been done to create an academic advisor relief or buddy system, whereby if the primary advisor was not available there would be another trained advisor who would be able to help the student. A TEF Co-ordinator was also in place to monitor and resolve matters as they arose. Focus had been paid to ensuring students received communications on the day and a number of focus groups had been organised along with a start of the year video.
* MJ noted that PTES scores had been particularly bad and there had been a number of open comments about the Industrial Action. It was noted that scores had been poor for organisation and it was felt this was due to issues around timetabling because of a last minute surge in numbers the previous year. It was noted that there had been a significant impact in SALC due to M2020and it was noted quite strongly in Languages. There was a focus on better allocation of academic advisors and a writing tutor had been put in place who would run a series of workshops; a team of TAs would be trained to disseminate the workshops throughout the year.

**Discussed:*** A group had looked at PTES the previous year and discussed whether it should be reviewed again as responses rates had been low and there was a question as to whether or not it was worth it. The group discussed if anything could be done to increase the response rates and it was felt that PGT could be targeted; also other Faculty’s could provide their insight on their response rates. However it was noted that it was important to continue with engagement and just because the response rates were low it did not mean it wasn’t important.

**Action:*** Law’s start of the year video would be shared with HTLC.
* It would be beneficial to celebrate excellence in teaching more frequently, for example, in University buildings. FS would discuss this further with the Dean.
 | **CM****FS**  |
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| **10.** | **First year assessment strategy****Discussed:*** The group discussed the motivation behind the proposed change in strategy and noted that the discussion centred on first semester exams. It was noted that there had been a rise in mitigating circumstances in all three years and not just the first year however it was acknowledged that there was an opportunity to do something in the first year by stopping semester 1 examinations. Students had only just completed A levels in order to gain entry into university and there were questions around if the first semester examinations were necessary.
* It was noted that there is an issue with absences in the first week of the second semester. There could be an option to provide more of a break between the semesters however the NUS was not happy with the increase of costs for students.
* The group discussed whether this was an assessment strategy or more of a wellbeing strategy.
* The first semester could focus more on developing more fundamental skills, for example, critical thinking, writing and eLearning.
* Questions were raised as to whether or not there was evidence examinations caused more stress however it was noted that usage of the Counselling Service and reports of mitigating circumstances spiked during examinations and a number of students report that they don’t feel they had a break at Christmas which could further compound the problem.
* A review of the assessment load could be taken to remove unnecessary assessment as well as changing the configuration of assessment and the load.
* It was noted that some programmes in AMBS did not complete examinations, some units were just assessed through coursework.
* Assessment could be better spread throughout the year or even assessment during lectures which students could find less stressful.

**Action:*** The Programme Approval checklist to be revisited to ensure it includes engagement with learning design.
* DoTLs to identify programmes where it would be possible to trial different assessment strategies.
* A student focus group to be convened to explore different options in the first year.
 | **LMc****DoTLs****Faculty / LMc** |
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| **11.** | **Academic Advising** **Reported:** * Academic Advisor online training was made available and circulated by the Student Support Network. A model of training was still in negotiation however there were two aspects to training; online (15 minutes) and face to face training.
* SoSS had developed a one page guidance document on academic advising.

**Action:*** Academic Advisor online training link to be circulated.
* SoSS academic advising guidance document to be circulated.
 | **LMc** **KC** |
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| **12.** | **Actions from T&L Away Day** **Reported:**Actions from the Teaching and Learning Away Day (below). Case studies on student resilience to be collated and schools should keep an action log. * Discuss at School SSLC:
* what an outstanding teaching, learning and student experience is
* choice of assessment methods

 * teach students how to deal with feedback
* higher year students share experience with 1st years – what I wish I knew (focus on support)
* articulating skills students gaining
* normalise failure, student resilience
* careers event focussing on digital
* focus group on future world of work – 4th industrial revolution
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| **13.** | **HTLC Discussion** **Reported:*** In 17/18 HTLC highlighted the work of Schools however in 18/19 there would be a theme to each meeting.

**Action:*** Members were asked to send any ideas they had for future meetings to the secretary.
 | **All** |
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| **14.** | **Consultation on the Policy on Additional Costs****Discussed:** * It was felt that sections of the Policy may be contradictory. It was noted that there was an expectation there should be no additional costs but there was recognition in exceptional circumstances this may occur.

**Action:*** An alternative form of words to be developed for the potential contradiction.
 | **KC** |
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| **15.** | **Consultation on the Inclusive Teaching, Learning and Student Experience Strategy** **Discussed:*** It was noted on page three under principles, reference to maximum positive impact, this may be inconsistent.

**Action*** Feedback to be sent to the Policy holder
 | **LMc** |
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| **16.** | **Student matters**None received |  |
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| **17.** | **Executive Summary Periodic Review of SoSS\*** **Received: [HTLC/1/18/17****]**  |  |
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| **18.** | **Destination of Leavers from Higher Education 2016/2017\*** **Received: [HTLC/1/18/18]** |  |
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| **19.** | **A.O.B****Reported:*** ER noted that student admissions numbers fell short with UG Home students by 92; UG international students exceeded the target by 120; PGT home exceeded the target by 30 – 50; and PGT international exceeded the target by 89
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| **20.** | **\*Date of next meeting*** 14 November 2018
* 5 December 2018
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**HTLC Actions Arising from 3 October 2018**

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| ***Item*** | ***Action*** | ***Responsibility*** |
| 2. Leadership in Education Awards Programme | DoTLs would highlight the LEAP programme to staff in their Schools and asked for further information about the programme which could be disseminated.  | DoTLs |
| BS would send this information to DoTLs once it had been received by the LEAP Programme Administrator. | BS |
| 8. 17/18 HTLC Actions Arising | Members were asked to update the secretary on the outstanding actions. | All |
| 9. NSS / PTES reports | Law’s start of the year video would be shared with HTLC.  | CM |
| It would be beneficial to celebrate excellence in teaching more frequently, for example, in University buildings. FS would discuss this further with the Dean. | FS |
| 10. First year assessment strategy | The Programme Approval checklist to be revisited to ensure it includes engagement with learning design.  | LMc |
| DoTLs to identify programmes where it would be possible to trial different assessment strategies. | DoTLs |
| A student focus group to be convened to explore different options in the first year. | Faculty / LMc |
| 11. Academic Advising | Academic Advisor online training link to be circulated. | LMc |
| SoSS academic advising guidance document to be circulated. | KC |
| 13. HTLC Discussion  | Members were asked to send any ideas they had for future meetings to the secretary. | All |
| 14. Consultation on the Policy on Additional Costs | An alternative form of words to be developed. | KC |