**Faculty of Humanities**

**Notes of the Teaching & Learning Administrators’ Network (TLAN) Meeting 26/03/15**

**Present:** Fiona Fraser, Morag Guilfoyle, Sara Latham, Elizabeth Nolan & Louise Stewart (School of Arts, Languages & Cultures - SALC); Suzi Edwards, Catriona Fraser & Janice Dodds (School of Environment, Education & Development – SEED); Abigail Robinson (School of Law); Melanie Crank, Gareth Hughes, Jackie Kan, Emily Marner & Madeleine Ryan (Manchester Business School – MBS); Amanda Brereton & Bernadette O’Connor (School of Social Sciences - SOSS), Lisa McAleese (Chair); Emma Sanders and Rachel Walton (Faculty); Gail Bradbury (Manchester Leadership Programme – MLP); Joanne Davidson (HERA); Gemma Grimshaw (Student System Office – SSO).

**In Attendance:** Michael Cheslett (SEED).

**1. Apologies**

**Noted:** Apologies were received from Lee Felvus (SALC), James Walker (SEED) and Nicola Lord (Faculty).

**2. Previous Notes**

**Confirmed:** The notes from the meeting on 15 December 2014 were confirmed as an accurate record.

**3. Matters Arising**

**Ref 4 – Ethical Approval**

Lisa McAleese is still waiting for confirmation from the Teaching & Learning Support Office (TLSO) as to whether or not the University’s Research Ethics Committee (REC) will handle ethics approval for independent work done by students on taught programmes (UG & PGT). It was reported at the University’s Teaching and Learning Group (TLG) that REC would no longer do so; however it is not clear what the actual situation is. Depending on whether or not the REC will be looking at ethics approval for taught students will determine whether or not a small Faculty working group will be established, as discussed and agreed at the last TLAN. **Action: Lisa McAleese** to keep members informed.

**Ref 8 – Student Exclusion and Access**

This was in reference to where a student fails their programme and is administratively withdrawn from their programme in Campus Solutions (CS), they will get a status of CN in CS. If a student has status of CN or DC they are not included in feeds to IT systems and their account is immediately deactivated, meaning that students cannot view their results on-line. Lisa McAleese had emailed Sian Nash for an update.

**Reported:** This issue had been discussed at the Student Record Maintenance sub-group and Sian Nash is consulting with IT for those students with a status of CN to have four additional weeks of access to their account; this timeframe is in line with the time they have in which to appeal a final decision of a board of examiners. **Action: Bernie O’Connor** to keep members updated.

**Ref 6 - Recording of Data on Student Placements and Fieldwork in Campus Solutions**

An email had previously been circulated to members providing responses from Miriam Graham to the questions we had posed relating to the recording of data. These have been reproduced below for reference.

**Q:** Schools are recording the required data on CS. A large number of PGT students are away from the University during the dissertation period of their programme, it was queried whether or not information should be recorded for these students.

**A:** if these students are just away from the campus and working towards preparing their dissertations at home, then this would be covered by attendance monitoring procedures, rather than the recording of data on student placements and fieldwork. (If they are physically away on placements or fieldwork whilst working towards their dissertations, then this would come under the requirements of recording placements and/or fieldwork.

**Q:** Should information be recorded on CS for those students undertaking fieldwork?

**A:** Yes, if students are undertaking fieldwork, it is expected that this would be recorded. However, this is an

area that Louise (Walmsley) was discussing further with Clive (Agnew), so we will need to double check the outcome with her in the New Year.

**Q:** Would it be possible for a field to be added to CS to indicate that a risk assessment had been undertaken (for those students undertaking placement / fieldwork in dangerous countries?

**A:** We will ask Louise (Walmsley) to raise this matter with Sian Nash, to see if there’s a possibility of adding an extra field in CS to indicate that a risk assessment had been undertaken.

**Q:** Where in CS should the internship details be recorded for second year students who undertake the Q-Step internships over the summer vacation?

**A:** Those students undertaking the Q-Step placements should have their placements recorded on Campus Solutions. It would make sense for the Q-Step office to be responsible for this recording.

**Ref 7 - Changes to the Faculty’s Policy for Late Submission**

Lisa McAleese will be setting up a small group to look at this.

**Ref 8 - Attendance Monitoring and Resit Examinations Processes**

These workshops have been scheduled / taken place (see briefing note).

**Ref 9 - Process for reviewing Higher Education Achievement Report (HEAR) statements**

The University has identified several strategic projects which it will be taking forward, one of which is a review of the HEAR.

The review will be considering providing a mini HEAR, at the end of each year of undergraduate study and will also be determining what a Postgraduate Taught HEAR might look like. A paper will be going to TLG in April 2015. Kim Comer will support the project.

Lisa McAleese reported the issues we had raised in relation to the current HEAR process had been reported to Louise Walmsley who will inform the Review Group i.e. spelling and grammatical mistakes in the published HEAR; some new programmes which have been approved and are running do not have the Plan Achievement included - there is no defined process for adding the HEAR statement for new programmes; no processes embedded within Schools to regularly review and, where necessary, update the information; creating the HEAR is not included in the guidance for setting up new programmes and plans.

**Discussed:** The errors in the HEAR will appear on the back of students’ transcripts and it is therefore imperative that we amend these asap.

**Action: Relevant PSS in Schools** to request access to the HEAR via the BAS form (which will be authorised by the TLSO) and amend those HEAR statements which have errors.

**Action: Lisa McAleese** to determine whether or not there should be a HEAR for exit awards.

**4. Extensions After Resits**

**Discussed:** The process for permitting an extension to a PGT dissertation submission date, where a student is undertaking referrals / deferrals / resubmission was discussed.

**Reported:** MBS PGT were considering introducing a one week extension for the dissertation submission for students with one 15credit resit, two weeks extension to the dissertation submission date for students with 30credits of resits and a four week extension to the dissertation submission date for students with 60credits of resits. Academics in MBS feel that students would be at an advantage over other students if they are given a longer extension in which to submit the dissertation.

For students with resits the Schools of SEED and SoSS both grant an automatic extension to the following January for submission of the dissertation; this is in line with the length of the visa permissions for international students. SEED students in this position receive supervision over the summer, for SoSS students the supervisory period starts after the resits.

The School of Law will also be granting an automatic extension to the submission date of the dissertation to the following January for students in this situation.

 Students in SALC have to request an extension (this is normally only granted for mitigating circumstances); students are informed that they are permitted to progress to the dissertation element at their own risk and receive dissertation supervision over the summer.

 The Global MBA operates on a different timescale to other PGT programmes.

**Noted:** Russell Ashworth is keen that we have, where possible, consistency of practice and equity of treatment of students; the differing practice may need to be revisited.

**5. Issues in Campus Solutions Relating to Functionality for Course Unit Selection**

**Discussed:** Whether or not Schools, in addition to SALC, would find it beneficial for there to be extra components available when setting up a course in Campus Solutions; currently there is one main and two additional components. Currently SALC have to undertake a workaround by setting up a dummy zero credit. In order to get a system change there needs to be large support for the request i.e. that the change would benefit more than one School.

**Action:** **Amanda Brereton** to check whether or not Economics would welcome such a change and inform Louise Stewart.

 ***Secretary’s Note:*** *SoSS have confirmed that they would support a change request for additional components in class scheduling.*

**Action: Lisa McAleese** to inform Louise Stewart of a contact in Maths (which is also CS managed); **Louise Stewart** to canvass their opinion.

**Noted:** Having additional components available, where information on scheduled teaching and learning activities could be recorded could also be beneficial for recording information the Key Information Set purposes.

**Discussed:** When students self-select their course unit and then run the Advisement Report it can report that they have not met the academic advisement rules for their programme even if they have; this results in a large volume of queries for SALC PSS staff.

**Reported:** It is acknowledged that the Advisement Report does not function correctly and despite the fact that there has been extensive investigation as to why, it has not been possible to determine what the issue is.

**Discussed:** Other Schools do not inform their students to run the Advisement Report because of this.

**Noted:** How to run the Advisement Report is included in the Course Unit Selection Guidance for students.

**Reported:** Louise Stewart had approached Sian Nash (SSO) about the possibility of producing a video guide for students to guide them through the course unit selection process. Sian is not keen on Schools doing this (and Schools do not have access to a sandpit environment) and suggested that it be raised in this forum to canvass whether or not there would be support for such a development.

**Agreed:** School representatives were supportive of the development of a video guide (which would be especially helpful for students registered on distance learning programmes).

**Reported:** Gemma Grimshaw reported that such a development, being part of the registration process, would come under the remit of the Student Support Centre and not the SSO.

**Action: Louise Stewart** to discuss the above with Sarah Beer.

**Reported:** Functionality to allow A Levels to be defined as pre-requisites for course units has now been reinstated. This allows Schools to define that a student must have gained a minimum A Level grade to enrol onto a course unit via self-service enrolment (i.e. pre and co-requisites). This information will be issued via the SSO Bulletin.

 ***Secretary’s Note:*** *The above information and revised guide was issued in the SSO Bulletin number 175 on 26/03/15.*

**6. Zero Grade for Non-submission of Assessments**

**Discussed:** Thepractice in Schools when a student receives a zero grade for non-submission of an assignment was discussed.

**Reported:** On the Global MBA, students who receive a zero grade due to a late submission penalty are automatically given a reassessment (and this is published in the student handbook) in order to ensure that they meet the intended learning outcomes [ILO] of the unit). However the full-time MBA programme uses the zero grade to calculate the overall mark for the unit.

**Discussed:** In accordance with the Regulations, other Schools in the Faculty would give an automatic resit if the assignment was failed. In SALC a component resit would be permitted at PGT level whereas at UG level there would be a resit examination which would assess the ILOs for the unit.

**Agreed:** It was agreed that this issue will need to be included in the working group which will be considering the Faculty’s Late Submission Policy. In the meantime the practice on the Global MBA should continue as it has been published in the student handbooks.

**7. Referring Requests for Mitigation which Mention Disability Support, Lack of Disability Support or the Impact of a Disability to the DSO**

**Reported:** The Disability Support Office (DSO) has told the School of Law that it is preferential for a student registered with DSO who has sat and passed an exam but then is claiming disability related difficulties on exams (in which they may have struggled academically) to be offered a first sit, rather than the current practice in the School of considering these students under the mark review process. The DSO informed the School that this is what the DSO may start to recommend in these types of situations.

**Discussed:** In SALC a member of the DSO attends their weekly panel meetings where the mitigating circumstances requests are considered. These panels are held as the School receives c.2,000 mitigating circumstances requests. The above recommendation has not been mentioned to SALC during these meetings.

 SEED deal with disability related issues outside of the mitigating circumstances process.

**Noted:** Paragraph 8 of the University’s Document Mitigating Circumstances Panel: Terms of Reference states that ‘any requests for mitigation that mention disability support, lack of disability support or the impact of a disability should be referred to the DSO for confirmation of the individual circumstances and veracity of information provided before consideration by the panel. This should apply regardless of whether or not the student is registered with the DSO, as legislative duties may still apply’.

 Concern was expressed about the impracticalities of sending each such request to the DSO and the speed in which the DSO will be able to turn these cases around.

**8. PSS Staff Representing the Faculty on University Groups**

**Received:** Draft paper detailing the responsibilities of PSS staff representing the Faculty on University working groups.

**Reported:** We have been asked by Russell Ashworth to formalise the roles of PSS representation on University committees / groups / working groups etc. The draft paper details the role.

**Discussed:** Parts of the paper comes across as patronising; e.g. being prepared for the meeting by having read the papers and making comments in a professional manner.

**Noted:** There are PSS staff at all grade levels who do, or may represent the Faculty on University committees / working groups and sub-groups and the paper was written with this in mind.

**Discussed:** The paper should be made into two separate documents, one for junior and one for senior staff. **Action: Lisa McAleese.**

It was suggested, and agreed, that the staff identified to represent the Faculty on University groups should serve a minimum of two years and a maximum of five years as the Faculty representative. Following the maximum term of office the representative should contact Lisa McAleese who will consult with Russell Ashworth for a replacement representative. **Action: Lisa McAleese to incorporate this into the papers.**

Point 2.2 should be rephrased from ‘Your role is to represent the Faculty…’ to ‘Your role is to represent the Schools in the Faculty…’. **Action: Lisa McAleese.**

Point 2.6 should include who in the School should be contacted i.e. PSS at grade 5 or above. **Action: Lisa McAleese to amend in papers.**

Section 5 details a proposed template for formally reporting back to the Faculty following a meeting of the group. It was suggested, and agreed, that the representatives should just send a copy of the minutes of the meeting, annotated where necessary. **Action: Lisa McAleese to amend in papers.**

**9. School Induction Activities**

**Received:** A paper proposing a project to undertake a mapping exercise against School induction activities and the University’s Induction Framework.

**Reported:** In support of the Faculty’s priority to ‘continue the on-going support of the academic student experience for UG and PGT students, resulting in higher levels of satisfaction as measured by indicators such as the NSS, PTES and unit evaluation questionnaires’, the Faculty has committed, in its Operational Priorities for 2015/16, to support Schools to ensure they are fully compliant with the Manchester Induction Cycle Framework for 2016/17.

The paper outlines a project for each School to undertake a mapping exercise against their induction activities and the University’s Induction Framework. The mapping of induction activities in Schools against The Manchester Induction Cycle Framework will help Schools to identify where they are / are not compliant in order to ensure compliance with the Framework for the academic year 2016/17 (or before).

The paper proposes that we also identify and agree the optimum time for certain activities to be undertaken (i.e. the right information at the right time) however this will be removed from the scope of this project as Emily McIntosh (Student Support Advice & Guidance Manager) is just scoping out an 18 month project on supporting transition and this aspect will be covered by that project.

**Agreed:** That the relevant staff in Schools should undertake a mapping exercise using the proforma included as part of the paper. Schools should map their induction activities under the blue arrows for each of the sections i.e. provide details of the activities in support of the Framework and, where relevant, when these take place. This should be completed by 31 July 2015.

**Action: TLAN members** to ensure that the mapping exercise is undertaken in their School and the completed proforma submitted to Lisa McAleese by 31 July 2015.

**10. Sustainability Challenge**

**Received:** A paper, detailing the timetabling challenges to deliver the University’s Sustainability Challenge for 2015/16.

**Reported:** Jane Ratchford presented the paper to the Timetabling Management Group last week. The Senior Leadership Team has approved a pilot for the Ethical Grand Challenges Signature Programme with a cohort of c.2000 students which will take place in welcome week 2015.

It has not yet been decided which programmes will be invited or when exactly it will take place – they were thinking of Tuesday in welcome week 13.00-16.00 & 14.00-16.00. They will require both flat teaching rooms and lecture theatres & the preferred locations are University Place and Roscoe Building. This could have an impact on School welcome week preparations / activities.

**Discussed:** It is difficult for Schools to secure the right spaces for their activities during Welcome Week. Schools need to know asap which Schools will be involved, when this will take place and which buildings will be used.

**Noted:** A meeting will be held early May to discuss this.

***Secretary’s Note:*** *the following statement was issued in an email to the Timetabling Forum listserv (30/03/15) ‘On Tuesday afternoon during Welcome Week the Directorate of the Student Experience will be running the Sustainability Challenge for 1,500 undergraduates. This will mean that there is reduced room availability in University Place between 1pm and 6pm on 22nd September. If your School is interested and would like to participate in the event, please contact Jane Ratchford (jane.ratchford@manchester.ac.uk).’*

It was suggested that such an activity might be better held during reading week when students would have had more time to settle into their programme. Feedback from the students in both MBS and SALC who took part in the previous pilot did not understand why they were undertaking the challenge programme and what it had to do with their University studies.

 Both MBS and SoSS have undertaken successful activities during Reading Week.

**Action:** **Lisa McAleese** to feedback the suggestion of holding the Sustainability Challenge during Welcome Week to Jane Ratchford.

**11. Teaching and Learning Support Office (TLSO) Projects**

**Received:** Information, on the following TLSO projects for 2014/15:

* + - Peer Education Development Project (leads Emma Hilton Wood and Marcia Ody)
		- Curriculum Review (lead Patricia Clift-Martin)
		- My Students’ Dashboard Development (lead Emma Hilton Wood)
		- My Manchester Plus (lead Patricia Clift Martin)
		- Good Practice development project (lead Will Carey)
		- HEAR Review and Development (leads Patricia Clift Martin and Kim Comer)
		- Student Engagement implementation project (leads Louise Walmsley and Will Carey)
		- Marking and Assessment implementation project (lead Emma Hilton Wood)

**12. Central PSS Students Experience Action Plan (SEAP)**

**Received:** The Central PSS SEAP, which was received and approved by the Student Experience Management Group in December 2014.

**13. Briefing note**

**Received:** A briefing note for information and dissemination as appropriate containing information on:

* Teaching & Learning Lexicon
* Faculty Feedback Project
* Guidance for Developing Integrated Masters Programmes
* University Proofreading Statement
* PGT Contact Hours Framework
* Attendance Monitoring
* Resit Exam Process
* Operational Procedures Group

**14. A.O.B**

**14.1 Resit in Attendance Fee**

**Reported:** Russell Ashworth wants to know what is our practice in charging a fee for a resit; i.e. do we always charge, or not when it is related to mitigating circumstances?

**Noted:** This might be redundant as the University’s Marking and Assessment Group is looking at whether or not to abolish the resit fee.

**Discussed:** All Schools charge the student the University’s standard resit fee. Where a student has mitigating circumstances these are usually undertaken as a first sit and no fee is charged.

**14.2 Mark Review**

**Reported:** The University’s Marking and Assessment Group have recognised that Schools struggle with mark review and they will be taking a paper to TLG. It is highly unlikely that any guidance will be issued in time for the June 2015 examination boards.

***Secretary’s Note:*** *Lisa McAleese has spoken to the Head of Academic Policy who confirmed that mark review was discussed at the April meeting of TLG. The representatives on TLG have been asked to consult, by the end of May 2015, with their Schools on a couple of options in relation to mark review and an email will be circulated in due course.*

**14.3 Student Support Network**

**Reported:** Both the faculties of MHS & EPS have a separate TLAN and Student Support Network and Emily McKintosh suggested that it might be appropriate for Humanities to set up a separate Student Support Network.

**Discussed:** There is a central student support network and, as such, there is no appetite for the Faculty to set up and facilitate a Faculty student support network.

**14.4 Course Unit Information Publishing (CUIP)**

**Reported:** Sue Knight in MHS wants to know if any one uses CUIP to populate their student handbooks and if so how do you do it?

**Discussed:** No School uses CUIP in this way, as any extract from CUIP goes into one document and the formatting needs a lot of attention.

**Noted:** There is a new standard Discoverer Workbook for Course Unit Information Publishing which allows users to review the status and validity of all Course Unit Information Publishing records maintained within Campus Solutions and includes: Header data such as valid as of date, publishing status and unit level; Indicators to identify whether data has been populated in certain sections e.g. learning outcomes and feedback methods; Highlighted data quality issues such as where the total of all assessment methods does not equal 100%; details of all scheduled activity hours, assessment methods percentages and placement hours.

**Summary Action List**

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| Agenda Item | Action | By Whom |
| 3 ref 3 | Keep members informed of whether or not the Research Ethics Committee will consider ethical approval from taught students. If not set up a Faculty group to streamline and simplify our processes. | Lisa McAleese |
| 3 ref 8 | Keep members updated as to the discussions between the SSO and IT re students with a status of CN on CS being given four additional weeks of access to their account. | Bernie O’Connor |
| 3 ref 7 | Set up working group to look at the late submission policy. | Lisa McAleese |
| 3 ref 9 | Request access to the HEAR via the BAS form (which will be authorised by the TLSO) and amend those HEAR statements which have errors. | Relevant PSS staff in Schools |
| 3 ref 9 | Determine whether or not there should be a HEAR for exit awards. | Lisa McAleese |
| 5 | Check whether or not Economics would welcome additional components in class scheduling and inform Louise Stewart (completed). | Amanda Brereton |
| 5 | Inform Louise Stewart of a contact in Maths (which is also CS managed) to find out if they would support a change request for additional components in class scheduling; Louise Stewart to canvass their opinion. | Lisa McAleeseLouise Stewart |
| 5 | Discuss with Sarah Beer the potential development of a video guide for students to guide them through the course unit selection process | Louise Stewart |
| 6 | Include the Zero Grade for Non-submission of Assessments issue in the discussions of the working group looking at late submission. | Lisa McAleese |
| 8 | Amend and recirculate the paper on representing the Faculty on University groups as per the discussions. | Lisa McAleese |
| 9 | Ensure that the mapping exercise of School induction activities against the Induction Framework is undertaken in each School and the completed proforma submitted to Lisa McAleese by 31 July 2015. | TLAN members |
| 10 | Inform Jane Ratchford of the suggestion of holding the Sustainability Challenge during Welcome Week. | Lisa McAleese |

**Date of Next Meeting: 14 May 2015, 10.00-12.00.**