Think twice before you attach

Emails containing personal data that are misdirected or sent to the wrong people can cause significant harm and distress. They can also lead to heavy fines for the University and severely damage its reputation. It is essential that you take the following precautions when sending emails:

- Always check the email address, particularly if you use ‘auto-complete’ which may display similar addresses to ones you have recently used.
- Make sure attachments only include the data you want to share. Be aware of hidden personal data in spreadsheets.
- Sending a spreadsheet as a PDF helps to ensure that only the information you can see is sent.
- If you need to send sensitive or personal data, which includes information on disabilities or health, then the data MUST be encrypted prior to sending.
- Consider setting up a delay function on your outgoing emails – this might help to prevent emails being sent in error.
- Be sure attachments only include the data you want to share. Be aware of hidden personal data in spreadsheets. One should consider whether email is the most appropriate way to share this kind of information.

Do you know how easy it is to encrypt a document? 

You need to send sensitive or personal data, which includes information on disabilities or health, then the data MUST be encrypted prior to sending. Consider setting up a delay function on your outgoing emails – this might help to prevent emails being sent in error.

For many researchers, the quality of their research is dependent upon the quantity of computing cycles available. It is not uncommon for this requirement to reach several months or even years of computation. High Throughput and High Performance Computing environments deliver large amounts of computational power over long periods of time and as such are ideal for this sort of work.

Why get involved?

• It maximises available computational power by pooling resources and funds.
• It can relieve researchers’ PCs of heavy workloads.
• It allows researchers to focus on their work, rather than on IT systems and software maintenance.

The service provides a user support through central and Faculty IT teams.

Since spring 2011:

• More than 250 users been registered.
• Research groups from across the University have contributed to the purchase of more than 8 million worth of hardware.
• The service has grown to deliver more than 350 central processing unit cores and 500 graphics processing units, with more than 1500 applications and tools installed.
• To find out more visit www.itmanchester.ac.uk/computational

For new and returning students

• The University has several ‘near misses’ in the recent past which would have had very serious consequences if they had not been prevented. Many were as a result of human error and often involved email attachments.

• ‘‘To send us your comments and feedback email: its-publicity@manchester.ac.uk’’

For further information, visit: http://gpu.manchester.ac.uk/

We hold frequent meetings and workshops where there is a chance to interact, discuss and see members of the research community by IT Services.

For many researchers, the quality of their research is dependent upon the quantity of computing cycles available. It is not uncommon for this requirement to reach several months or even years of computation. High Throughput and High Performance Computing environments deliver large amounts of computational power over long periods of time and as such are ideal for this sort of work.

Why get involved?

• It maximises available computational power by pooling resources and funds.
• It can relieve researchers’ PCs of heavy workloads.
• It allows researchers to focus on their work, rather than on IT systems and software maintenance.

The service provides a user support through central and Faculty IT teams.

Since spring 2011:

• More than 250 users been registered.
• Research groups from across the University have contributed to the purchase of more than 8 million worth of hardware.
• The service has grown to deliver more than 350 central processing unit cores and 500 graphics processing units, with more than 1500 applications and tools installed.
• To find out more visit www.itmanchester.ac.uk/computational

For new and returning students

• The University has several ‘near misses’ in the recent past which would have had very serious consequences if they had not been prevented. Many were as a result of human error and often involved email attachments.

• ‘‘To send us your comments and feedback email: its-publicity@manchester.ac.uk’’

For further information, visit: http://gpu.manchester.ac.uk/

We hold frequent meetings and workshops where there is a chance to interact, discuss and see members of the research community by IT Services.

For many researchers, the quality of their research is dependent upon the quantity of computing cycles available. It is not uncommon for this requirement to reach several months or even years of computation. High Throughput and High Performance Computing environments deliver large amounts of computational power over long periods of time and as such are ideal for this sort of work.

Why get involved?

• It maximises available computational power by pooling resources and funds.
• It can relieve researchers’ PCs of heavy workloads.
• It allows researchers to focus on their work, rather than on IT systems and software maintenance.

The service provides a user support through central and Faculty IT teams.

Since spring 2011:

• More than 250 users been registered.
• Research groups from across the University have contributed to the purchase of more than 8 million worth of hardware.
• The service has grown to deliver more than 350 central processing unit cores and 500 graphics processing units, with more than 1500 applications and tools installed.
• To find out more visit www.itmanchester.ac.uk/computational

For new and returning students

• The University has several ‘near misses’ in the recent past which would have had very serious consequences if they had not been prevented. Many were as a result of human error and often involved email attachments.

• ‘‘To send us your comments and feedback email: its-publicity@manchester.ac.uk’’

For further information, visit: http://gpu.manchester.ac.uk/
Podcasting project

IT Services are working with Media Services to deliver a new podcasting service in 100 of the centrally timetabled lectures. This new technology will allow lecturers to produce teaching staff to produce high quality recordings of their lectures without the need for them to have technical know how, receive extensive training or use specialist equipment.

New Manchester app

The University now provides a multi-language application for students. Find out more on page 41

Staff interview: podcasting project

John Murray, a Senior Lecturer in Mathematics, has been involved in the podcasting pilot for over a year. His lectures on Trigonometry and Statistics were recorded for broadcast to staff on Monday of this Academic Year. Here he answers a few questions about what the new podcast facility has done for him so far:

What has been the most significant benefit of being able to podcast your lectures?

I would say its usefulness to international students, podcasting is even more valuable to them than I had expected international students do not have English as their first language and so by podcasting my lectures this gave them the opportunity to listen again and gain a better understanding.

What are the potential benefits of podcasting?

The beauty of podcasting is how simple it is to use. All you need to do is present your timetable (for the semester) and the automatic on the hour, something called something called the visualiser switch. Because podcasting does not capture when you write on a white board you can achieve this by free writing using A Visualiser (a sort of monitor on a stand that connects to a projectors). Podcasting also lets us to switch between your PowerPoint slides and a visualiser which is great! A good substitution if you cannot do this is just use a page Your Blackboard and use a YouTube clip in one of my lectures and the podcast[2] also managed to pull this up. Podcasting records everything that happens on your PC screen.

Has there been any effect on attendance?

I saw attendance group by last year, but this could also be related to my use of online quizzes and assessments. There may be fewer students attending if you provided a podcast but I do not know how much of an effect this would have. I have lecture timings which are part of the University policy and students are allocated a slot in the timetable to accommodate the lecture. This is something I have to request from Media Services but I do not know how much of an effect this would have. I have lecture timings which are part of the University policy and students are allocated a slot in the timetable to accommodate the lecture. This is something I have to request from Media Services but I do not know how much of an effect this would have.

What has been the most significant benefit of being able to podcast your lectures?

I think the most significant benefit to me has been the way that it has allowed me to concentrate on teaching and not worry about the technical aspects of making the recordings. It has also given me the opportunity to reflect on my teaching and to think about how I can improve my delivery. It has also helped me to focus on my students and their needs rather than on the technical aspects of the recording process.

What are the potential benefits of podcasting?

The beauty of podcasting is how simple it is to use. All you need to do is present your timetable (for the semester) and the automatic on the hour, something called something called the visualiser switch. Because podcasting does not capture when you write on a white board you can achieve this by free writing using A Visualiser (a sort of monitor on a stand that connects to a projectors). Podcasting also lets us to switch between your PowerPoint slides and a visualiser which is great! A good substitution if you cannot do this is just use a page Your Blackboard and use a YouTube clip in one of my lectures and the podcast[2] also managed to pull this up. Podcasting records everything that happens on your PC screen.

Has there been any effect on attendance?

I saw attendance group by last year, but this could also be related to my use of online quizzes and assessments. There may be fewer students attending if you provided a podcast but I do not know how much of an effect this would have. I have lecture timings which are part of the University policy and students are allocated a slot in the timetable to accommodate the lecture. This is something I have to request from Media Services but I do not know how much of an effect this would have.

What has been the most significant benefit of being able to podcast your lectures?

I think the most significant benefit to me has been the way that it has allowed me to concentrate on teaching and not worry about the technical aspects of making the recordings. It has also given me the opportunity to reflect on my teaching and to think about how I can improve my delivery. It has also helped me to focus on my students and their needs rather than on the technical aspects of the recording process.

What are the potential benefits of podcasting?

The beauty of podcasting is how simple it is to use. All you need to do is present your timetable (for the semester) and the automatic on the hour, something called something called the visualiser switch. Because podcasting does not capture when you write on a white board you can achieve this by free writing using A Visualiser (a sort of monitor on a stand that connects to a projectors). Podcasting also lets us to switch between your PowerPoint slides and a visualiser which is great! A good substitution if you cannot do this is just use a page Your Blackboard and use a YouTube clip in one of my lectures and the podcast[2] also managed to pull this up. Podcasting records everything that happens on your PC screen.

Has there been any effect on attendance?

I saw attendance group by last year, but this could also be related to my use of online quizzes and assessments. There may be fewer students attending if you provided a podcast but I do not know how much of an effect this would have. I have lecture timings which are part of the University policy and students are allocated a slot in the timetable to accommodate the lecture. This is something I have to request from Media Services but I do not know how much of an effect this would have.

What has been the most significant benefit of being able to podcast your lectures?

I think the most significant benefit to me has been the way that it has allowed me to concentrate on teaching and not worry about the technical aspects of making the recordings. It has also given me the opportunity to reflect on my teaching and to think about how I can improve my delivery. It has also helped me to focus on my students and their needs rather than on the technical aspects of the recording process.

What are the potential benefits of podcasting?

The beauty of podcasting is how simple it is to use. All you need to do is present your timetable (for the semester) and the automatic on the hour, something called something called the visualiser switch. Because podcasting does not capture when you write on a white board you can achieve this by free writing using A Visualiser (a sort of monitor on a stand that connects to a projectors). Podcasting also lets us to switch between your PowerPoint slides and a visualiser which is great! A good substitution if you cannot do this is just use a page Your Blackboard and use a YouTube clip in one of my lectures and the podcast[2] also managed to pull this up. Podcasting records everything that happens on your PC screen.

Has there been any effect on attendance?

I saw attendance group by last year, but this could also be related to my use of online quizzes and assessments. There may be fewer students attending if you provided a podcast but I do not know how much of an effect this would have. I have lecture timings which are part of the University policy and students are allocated a slot in the timetable to accommodate the lecture. This is something I have to request from Media Services but I do not know how much of an effect this would have.