

JANUARY 2020

# TLSD Academic Development and Policy Bulletin

## Division of Teaching, Learning and Student Development (TLSD)

### Inside This Issue

- 1 Staffing news
- 2 New/revised policies or procedures & projects
  - New Glossary of terms relating to Fitness to Practise, student complaints and appeals
  - Available support – factsheet for students accessing appeals, complaints or misconduct processes
  - Differential attainment project and current work on appeals, complaints and discipline
- 3 Student Surveys - NSS
- 4 The Peer Support programme – start of Semester 2
- 5 Institute of Teaching and Learning – the first Open Lecture: 10 February 2020
- 6 Information from the QAA
- 7 Contact

## 1. Staffing news

Rachel Foster has joined the UMW Team as Operations Office Co-ordinator. Stephen Cooke also started in January as UMW Project Manager. Thamina Akthar is working as a graduate intern for UMW Operations.

## 2. New/revised policies or procedures and projects

- **New Glossary of terms relating to Fitness to Practise, student complaints and academic appeals**

A new brief glossary of terms has been produced setting out the definitions of key words used in relation to Fitness to Practise, student complaints and academic appeals procedures.

A PDF version of the Glossary has been added to the Documents site at:

<http://documents.manchester.ac.uk/display.aspx?DocID=46729>

The document is also linked to from the main Academic Appeals, Complaints and Misconduct webpage

(<https://www.staffnet.manchester.ac.uk/tlso/academic-appeals-complaints-and-misconduct/>) – in a new box at the bottom of the page, and in the black 'Advice for students' box. Students can view it on the student-facing Regulations microsite at:

<http://www.regulations.manchester.ac.uk/glossary-appeals-complaints/>

- **Available Support – factsheet for students who are accessing the University's appeals, complaints or misconduct processes**

A new factsheet has been produced which provides information for students about the various areas of support available for them if they are undergoing the University's appeals, complaints or misconduct processes.

The document is available directly in the Documents site at:

<http://documents.manchester.ac.uk/display.aspx?DocID=46368>.

## 2. New/revised policies or procedures and projects (continued)

It is also linked to from the main Academic Appeals, Complaints and Misconduct webpage (<https://www.staffnet.manchester.ac.uk/tlso/academic-appeals-complaints-and-misconduct/>).

Students can view it on the student-facing Regulations microsite at: <http://www.regulations.manchester.ac.uk/appeals-complaints-support/>

- **Differential Attainment project and current work on appeals, complaints and student discipline cases**

In the 2018-19 Annual Student Appeals, Student Complaints and Student Discipline Cases report, which is due to be considered by Senate at the end of January, it is noted that BME home students make up 17.2% of the student population but constitute 23% of appellants whilst international students make up 37.6% of the student population but constitute 46% of appellants. There does also appear to be a difference in appeal outcomes between white and BME home students and international students. 51% of white home students had their appeal upheld compared to 37% of BAME home students and 26% of international students.

In 2017-18, the Differential Attainment Project attempted to explore the experience of Black and Minority Ethnic students/International students in relation to appeals and complaints. The project was unable to access information from case files for research purposes as explicit consent had not been given, but it did undertake a number of interviews with case handlers and others involved in the appeals and complaints process.

Work has now commenced on a further project overseen by Professor Aneez Esmail to undertake more detailed exploration of cases, with a view to identify process improvements related to BAME and international students engaging with the appeals and discipline procedures. Debbie Ellen, an external consultant, is currently working with colleagues in TLSD to undertake the data extraction exercise and subsequent evaluation of the data.

The work currently being undertaken will explore the reasons for the disparity and to recommend process improvements as appropriate. Once complete we will share the outcomes from the project with colleagues.



### 3. Student Surveys - NSS

- **NSS launches 27 January 2020**

**This year's NSS will run from 27 January – 30 April and as always we need help from colleagues in Schools to promote the survey to final year undergraduates.**

The University places significant importance on the feedback from students to enable us to understand where we are performing well and help us to identify areas where change or improvements are needed. Completing the NSS gives students the opportunity to let us know what they think about the quality of teaching, academic and personal support and resources enabling the university to maintain our strengths as well as improve the student experience.

#### **Helping to promote the NSS to students**

As you know we can only view and publicise our NSS data if we meet the 50% threshold, and so we need all staff in regular contact with students to actively contribute towards meeting this target.

There will be a communications from both central teams and IPSOS Mori, but evidence shows that students respond more favourably to requests to complete the survey from people they know, such as their lecturers, dissertation supervisors and School administrators, so we would be grateful for your support in actively promoting the survey and engaging students. By now, all Schools will have received posters and postcards to be displayed throughout the survey period. The NSS pages on the [TLSD website](#) are fully updated and you can now download digital assets (including images for digital screens, social media and email footers), as well as guidance and information on helping to promote the NSS – including information on inappropriate influence and how to remain compliant with the MRS Code of Conduct when running prize draws or using incentives (see the links to [NSS Toolkit](#)). Please take a couple of minutes to read over the information or ask colleagues with contact with students to do so.



You'll also find a Communications plan that includes central and IPSOS MORI communications so you are aware of what students are receiving when.

As The NSS is managed by the [OfS](#) the sharing of NSS data, for example interim response-rates is subject to greater restrictions in order to comply with the UK Statistics Authority's Code of Practice for Statistics. We have recently communicated how this impacts on local areas with School and Faculty Teaching, Learning and Student Experience leads and have also updated [the TLSD webpages](#) to reflect this change. Please do take the time to ensure you are fully aware of your responsibilities in this regard, and please do not hesitate to contact us if you have further questions.

#### **University Incentives**

This year, the University will again be offering a prize draw for those participating in the survey, with ten £400 Amazon vouchers to be won. **To encourage early completion this draw will close on midnight 29 February – much earlier than the end of the survey period.**

### 3. Student Surveys – NSS (continued)

**Please mention this to students as a potential reward for early engagement and completion.**

In addition, the University will also be taking the opportunity to give something back to our community and for each survey response will donate £1 to be split between the following four charitable organisations;

[LGBT Foundation](#)

[IntoUniversity](#)

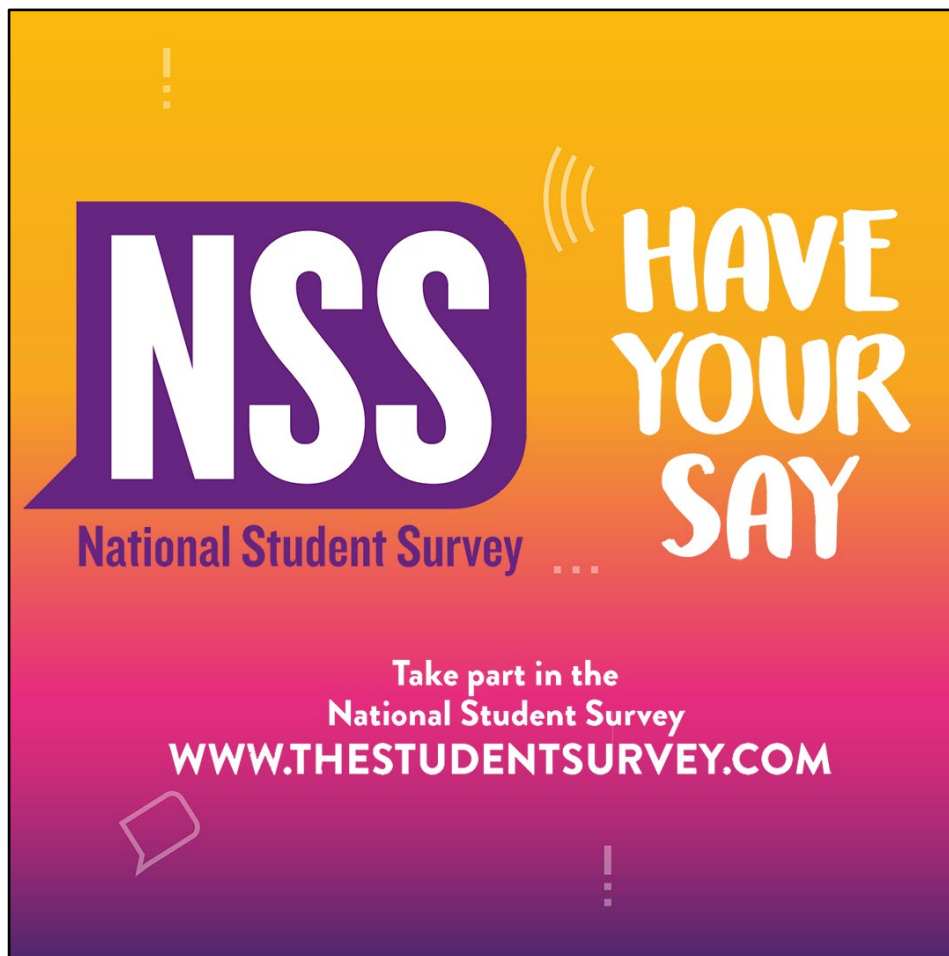
[Mustard Tree](#)

[Partisan](#)

This year, these organisations have been chosen for their alignment with our Social Responsibility goals and also in conjunction with the Students Union because of a strong tradition of students working with them.

We are in contact with these organisations in order to find out more how donations and student volunteers make a difference to them so that we can share these stories with students.

More information can be found on the [TLS D NSS pages](#) and terms and conditions are available on the [Your Say](#) pages for students.



## 4. The Peer Support programme

- **Start of Semester 2**

Our first couple of weeks back have been filled with planning and preparation for the upcoming semester, as well as some personal projects within the office!

During last semester, the opportunity to complete an application for the Associate Fellowship of Higher Education was offered to all new Graduate Interns, alongside all Peer Support volunteers with at least one year experience, through the Leadership and Education Awards Programme (LEAP). This fellowship is growing as an internationally recognised step in any career linked in some way to higher education, and our Peer Mentors, PASS Leaders, and Student Coordinators all use experiences from their time in Peer Support to support their application!

We first ran this initiative last year, offering it to our students, and out of 17 applications we had 17 accepted overall! This gives us the 100% pass rate which we hope to continue with this year. Those whose applications are accepted are recognised as associates of the Fellowship of Higher Education, and this accolade will improve any potential career paths within higher education. It's a fantastic opportunity for Peer Support students are being recognised as Associate Fellows due to their contributions to Teaching and Learning and overall enhancing the student experience.



With our current record of not having a single application rejected, we hope to continue this initiative for the foreseeable future allowing both our students and staff an opportunity to further their experience and improve their CV. This year we have already had 8 applications, and are expecting more before our deadline in April. Providing our Peer Support volunteers with the opportunity to apply for the fellowship is a way to truly measure their involvement in higher education, give discernible evidence of personal and professional improvement to potential employers, and even to earn some post-nominal letters.

We look forward to receiving the results of our applications in August later this year, and are excited to pick up the last few applications!



## 5. Institute of Teaching and Learning

- **Register now for the first University of Manchester Institute of Teaching and Learning (UMITL) Open Lecture - Tackling the Big Issues of Student Satisfaction, Transmission and Passive Recipience of Feedback, by Dr. Edd Pitt: Monday 10 February 2020**

The impact of feedback on learning is driven both by what students do and by what educators do.

- How do we as educators perceive our role in the feedback process?
- How does this affect assessment design and, in turn, student behaviour?
- Do responses to persistent dissatisfaction with assessment and feedback in the NSS perpetuate outdated, transmission-focused models of feedback?
- What is dialogic feedback, and how has it been operationalised by practitioners in the UK to address issues of passive recipience?

All of these questions and more will be addressed in an Open Lecture by Dr. Edd Pitt, Senior Lecturer in Higher Education and Academic Practice at the University of Kent.

The lecture is hosted by the University of Manchester's Institute of Teaching and Learning, and is open to all staff:

The University of Manchester  
**Institute of  
Teaching  
and Learning**

Tackling the Big Issues of Student Satisfaction, Transmission and Feedback, by Dr. Edd Pitt  
Monday 10 February  
12:00 – 13:00  
Room 1.009, Roscoe building  
Brunswick Park, South Campus

### How to register

Please book your place through Eventbrite: [https://umitl\\_openlecture1.eventbrite.co.uk](https://umitl_openlecture1.eventbrite.co.uk)

### Further information

Edd's principle research field is Assessment and Feedback with a particular focus upon students' emotional processing during feedback situations. His current research agenda is supported by a grant from the British Academy to explore UK undergraduate students' experiences and use of Dialogic Feedback.

For further information about the speaker visit:

<https://www.kent.ac.uk/cshe/people/staff/epitt2.html>

<https://www.tandfonline.com/doi/full/10.1080/02602938.2016.1142500>

<https://www.kent.ac.uk/cshe/>



## 6. Information from the Quality Assurance Agency (QAA)

- **Revised subject benchmark statements**

Subject Benchmark Statements (SBSs) describe the nature of study and the academic standards expected of graduates at the end of their studies. The Statements for Arts and Humanities subjects (including English, History and Economics) have now been refreshed to ensure that they are up-to-date with current reference points, including the 2018 UK Quality Code for Higher Education. A [full list of Subject Benchmark Statements](#) can be found on the QAA website.

These amendments mark the end of a series of such updates, in which the QAA also published revisions to Subject Benchmark Statements in STEM and Professional Services subjects. Moving forward, the revision of Subject Benchmark Statements will continue as part of the QAA's annual membership delivery programme.

Funding for the work to amend these SBSs predates QAA Membership. The QAA are therefore publishing these Statements on their website for all to access. For future revisions, QAA will be reviewing its approach and process for updating and publishing SBSs in early 2020, to reflect the fact that this important work is funded directly by QAA Member institutions. For more details of the revised SBSs, please see the QAA website:

<https://www.qaa.ac.uk/news-events/news/updated-subject-benchmark-statements-for-arts-and-humanities-programmes>

- **Architecture Subject Benchmark Statement consultation**

With the role of the architect in society and the nature of architectural practice constantly evolving, architecture education seeks to prepare students for this ever-changing landscape. As a result, a new QAA Subject Benchmark Statement for Architecture programmes has now been sent to consultation. The closing date for responses is Friday 31 January 2020 and it is expected that the agreed Statement will be published in March 2020. For more information, please see the QAA website:

<https://www.qaa.ac.uk/news-events/news/qaa-consultation-new-subject-benchmark-statement-for-the-study-of-architecture>

## 7. Contact

If you are aware of other staff members who would like to be added to the Academic Development and Policy TLSD Bulletin mailing list to receive future editions of the Bulletin, please contact Miriam Graham (email [m.graham@manchester.ac.uk](mailto:m.graham@manchester.ac.uk)).

If you are from a Collaborative Partner and you are having difficulties accessing any of the linked documents or web pages, please also contact Miriam Graham ([m.graham@manchester.ac.uk](mailto:m.graham@manchester.ac.uk)).

The Academic Development and Policy/Peer Support area of the TLSD website is available at: <http://www.staffnet.manchester.ac.uk/tlso>

To find out more information about the Division of Teaching, Learning and Student Development, please visit: <http://www.dse.manchester.ac.uk/our-directorate/tlso/>