

FEBRUARY/MARCH 2020

TLSD Academic Development and Policy Bulletin

Division of Teaching, Learning and Student Development (TLSD)

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1. Staffing news

Holly Dewsnip will join the Institute of Teaching and Learning as the Teaching and Learning Coordinator (Academic Development) in early March, having previously held the role of Lead CARD Administrator in the Faculty of Biology, Medicine and Health.

Stephanie Woolham is the LEAP Administrator (Leadership in Education Awards Programme), whose role now forms a part of the Institute of Teaching and Learning.

2. New/revised policies and procedures

• Updated Undergraduate and Postgraduate Taught Degree Regulations, and Guide to the Taught Degree Regulations

A number of minor updates to the Undergraduate and Postgraduate Taught Degree Regulations have been made, following approval by the former Teaching and Learning Group (TLG) and Senate. These updates have now been made to both sets of Regulations and the updated versions have been uploaded to the original url address for the documents:

- *Undergraduate Degree Regulations:*
<http://documents.manchester.ac.uk/display.aspx?DocID=13147>
(version 2.6, February 2020)
- *Postgraduate Taught Degree Regulations:*
<http://documents.manchester.ac.uk/display.aspx?DocID=29208>
(version 3.6, February 2020)

The associated *Guide to the Taught Degree Regulations* (<http://documents.manchester.ac.uk/display.aspx?DocID=13144>) has also been updated to reflect these changes and to provide clarification in some areas.

Faculty and School contacts are asked to disseminate the details of these updates across their areas.

An [executive summary](#) is provided to show details of the updates to the documents. The updated versions are to be implemented immediately; however, if any Schools foresee an issue with this, we would request that they let their Faculty know, and Faculties are asked to forward the details to the Academic Policy and Development team in the TLSD (via m.graham@manchester.ac.uk).



2. New/revised policies and procedures (continued)



- **Update to deadline date for PGT new programme approval or major amendments**

After careful consideration of feedback received from Faculty colleagues, it has been decided to allow until 31 May as the final deadline for TLSD to receive approved new or major amendments to PGT programmes only.

This shift in annual deadline is for PGT programmes only and the deadline for all new or major amendments to UG programmes will remain as 31st March to ensure that we are fully compliant with CMA legislation which has now been embedded within our processes. So to confirm the annual deadlines for new or major amendments from 2020:

- UG Programmes - 31st March
- PGT Programmes - 31st May

- **Annual report to Senate regarding student appeals, complaints and discipline**

The University of Manchester reports annually on the number and nature of cases handled through the appeals, complaints and misconduct processes each academic year by Faculties and Professional Support Services. The Report is required under the Regulations from the relevant areas, and can be helpful in identifying case trends and responding to Freedom of Information requests.

The overall number of cases across the different Regulations represents a small proportion of the total student population. However, in relation to academic appeals there has been a significant decrease in the number of formal stage cases from 409 in 2017-18 to 315 in 2018-19. The number of formal complaints received by Faculties has also seen a decrease from 88 in 2017-18 to 76 in 2018-19. The number of formal appeals received by the Faculty of Biology, Medicine and Health (BMH) continues to be significantly higher than the other Faculties with 51% of all appeals being received in this Faculty.

There has been an increase in the number of students progressing cases to the Office of the Independent Adjudicator (OIA): 57 cases in 2018-19 compared with 48 in 2017-18. As in previous years, the OIA found the vast majority of complaints made to it about the University of Manchester to be Not Justified.

Last year's report commented that during 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 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 to undertake more detailed exploration of cases, with a view to process improvements related to BAME and international students engaging with the appeals and discipline procedures.

A new version of Regulation XVII (Conduct and Discipline of Students) and its associated procedures was introduced in September 2019. The Student Complaints Procedure was also further updated in February 2019 so that Dignity at Work and Study Complaints from students are now considered under it. The full report for 2018/19 can be found at:

<https://www.staffnet.manchester.ac.uk/tlso/academic-appeals-complaints-and-misconduct/reportstosenate/>

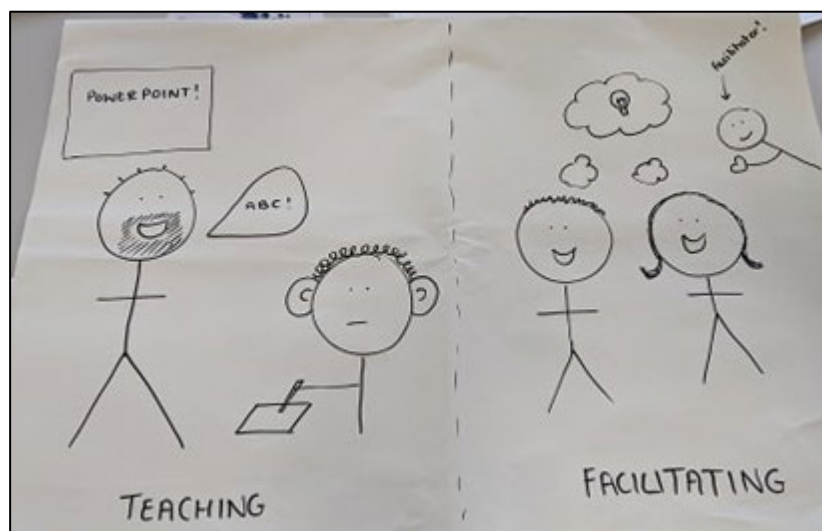
3. Peer Support/Student Engagement

It's all go in the Peer Support office as we begin our training period for this calendar year! Currently we are training up our first recruits, who are both PASS Leaders and Peer Mentors, in their introduction to the community of Peer Support. These sessions started running on Wednesday 19th February and we have already facilitated 6 Intro to PASS sessions, and 5 Intro to Peer Mentoring sessions. The sessions are mainly led by our Student Engagement (Peer Support) Graduate Interns, however we do have lots of friendly faces from other offices in the University, including other Manchester Graduate Talents, who help us run the sessions. So far, we have trained almost 300 new students, and hope to continue building on that number in the upcoming weeks.



Our training period has begun slightly earlier for us this year, as we have shifted our recruitment process a little. Both PASS and Peer Mentoring schemes were encouraged to start recruiting their next cohort of Peer Support volunteers earlier in Semester two, sending them links to sign-up with us. These students are then directly sent sign-up links for the next available training session. The new process means that we have a much more direct connection to any students who want to be involved in our community. This change in process has allowed for us to be kept more up to date with any recruitment happening, and also means that training can be carried out more efficiently, ensuring that our training period can stick to a more concise timeline. We are now seeing more training sessions with almost full sign-ups!

Alongside training, it continues to be business as usual in the office. The Graduate interns are heading off to debriefs, helping to run Basic Life Support sessions, and have even been running a few student consultations recently.



As we continue into our training period, we are all really excited to see what fantastic new student volunteers we have joining us next year, and to be developing our own skills in leading and facilitating training sessions.

4. Student Surveys

- **National Student Survey (NSS)**

With NSS well and truly underway, here are just a couple of bits of useful information as we move into the next few weeks of the campaign: The charity donations will continue until the survey closes on the 30th April, and you can find out more about the charities [here](#). Please feel free to share where the money is going and how it will help to encourage students to complete their survey.



If you are using digital assets, please make sure that you are no longer using the ones that have the Amazon prize draw on them. The [toolkit](#), has versions that only have the charity donations on and also ones that don't have any incentives on – please use these as **the central prize draw closed on the 29th February**.

Thank you all for your support with this year's NSS. Please do continue to actively encourage students to participate in the survey. As you know we can only view and publicise our NSS data if we meet the 50% threshold, and therefore it is to the benefit of everyone at the University to actively contribute towards meeting this target.

Research shows that students tend to respond more favourably to requests to complete the survey from people they know, such as their lecturers, dissertation supervisors and School administrators, as well as their fellow students so please use this final week to highlight the NSS to eligible students wherever possible. Guidance to staff, noting the benefits to the institution and to students of completing the NSS, is available at: <https://www.staffnet.manchester.ac.uk/news/display/?id=23372>

- **PTES Launch**

As you will be aware PTES 2020 will launch on the 23 March and run until 15 June.

You will find general information about the survey itself via our TLSD webpages including PTES promotional materials to download to help you promote PTES to your students, as well as being sent posters and leaflets to display in high traffic areas. We are currently updating these pages in preparation and will alert colleagues once these are ready for circulation.

TLSD will also share a PTES target list to support local activities to encourage participation, and from **week commencing 30 March** (the second week of the survey window) TLSD will also begin to share response-rate data. As with NSS this information will be sent to Faculty and School Teaching, Learning Student Experience leads for onward dissemination.

Please note that for 2020 PTES will launch to on-campus students only that meet [PTES eligibility](#) criteria. This decision was made owing to the increased complexity in accurately identifying those studying via a blended or distance-learning route, and also because of the low response-rates within this cohort (In 2018 our distance-learning response-rate was 7% across the Institution). It is recognised that these students, along with on-campus students, must be offered an effective mechanism to feedback their views, and so a wider discussion will take place during this session to consider how we wish to survey our PGT cohort moving forward. Colleagues will of course be consulted appropriately once this dialogue begins.

If you have any queries or require any further information or advice, particularly regarding ways to increase your response rates, please email studentexperience@manchester.ac.uk.

The logo for the Postgraduate Taught Experience Survey consists of four stacked teal rectangular boxes. Each box contains a word in white, bold, sans-serif font: 'Postgraduate' in the top box, 'Taught' in the second box, 'Experience' in the third box, and 'Survey' in the bottom box.

5. Institute of Teaching and Learning

- **Lecture capture of the Institute of Teaching and Learning's first open lecture**

The recording of the first open lecture, *Tackling the Big Issues of Student Satisfaction, Transmission and Passive Recipience of Feedback*, by Dr. Edd Pitt (10 February 2020), is now available via this link:

<https://video.manchester.ac.uk/lectures/3bf1ef11-0fa6-4def-9dfb-45f1c7b763a8/cede78c7-f7d3-42a2-935d-9d99fc284db7/>

The content covers:

- 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?

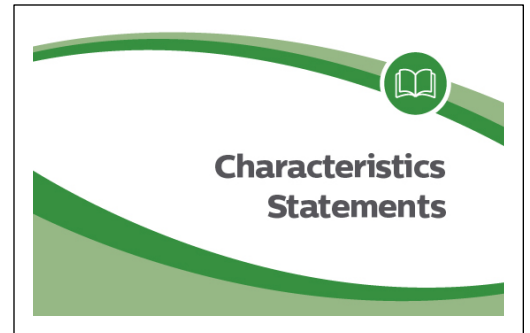
This recording will be added to the Institute of Teaching and Learning website in due course (the site is currently under construction).



6. Information from the Quality Assurance Agency (QAA)

- **Revisions to qualification Characteristics Statements**

QAA has published updated Characteristics Statements for the Foundation degree, Master's degree, Doctoral degree, and qualifications involving more than one degree-awarding body. These revisions ensure that the Statements fully align with the current version of the UK Quality Code for Higher Education. Characteristics Statements are a practical and useful reference point for higher education providers as they set out the distinctive features of a qualification type which helps with the design, maintenance and delivery of awards.



For more information, see the QAA website:

<https://www.qaa.ac.uk/news-events/news/revisions-to-qualification-characteristics-statements#>

7. Contact

If you are aware of other staff members who would like to be added to the Bulletin mailing list to receive future editions of the Bulletin, please contact Miriam Graham (email 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.

The TLSD Academic Development and Policy 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/>

