

NOVEMBER 2020

TLSD Academic Development and Policy (ADP) Bulletin

Division of Teaching, Learning & Student Development (TLSD)

1. Staffing News

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We have recently welcomed four new Graduate Officers to the team: Beth Rotherham, Samuel McElhattan, William Gopal and Chloe Salins. Chloe will be working on the area of Student Partnership, and Beth, Sam and Will's roles are concentrated on Peer Support. See more details in the Peer Support/Student Engagement section below.

Catherine Millan will be joining the Student Success and Engagement Team on a secondment for the academic year from the Widening Participation (WP) Team. She will be reporting to Nasser Latif and bring vast expertise of working with BAME communities in an outreach context. Catherine will retain minor involvement with her previous role of Student Recruit and WP Officer (BAME) by continuing to support WP activity one day a week. Catherine's primary focus will be developing provision that delivers on the University's Access and Participation Plan commitments related to the Black and White awarding gap, with an initial focus on the role of alumni, the impact of placements and possibilities related to targeted provision.

2. Website/policy and procedure changes

• Updated Guidance on External Examiner Procedures

The [Guidance on External Examiner Procedures](#) has been updated slightly for the start of the new academic year. Some hyperlinks have been updated, references to the use of viva voce exams have been removed, and references to TLSO (the former Teaching and Learning Support Office) have been amended to TLSD (Teaching, Learning and Student Development).

The [interim changes to operational processes during the Coronavirus outbreak](#), that were put in place in April, still remain in place for now, and sit alongside the Guidance on External Examiner Procedures. The External Examiners' webpage, containing links to these documents, is available at:

<https://www.staffnet.manchester.ac.uk/tlso/external-examiners/external-examiner-information-for-staff/>

2. Website/policy and procedure changes (continued)

- **New Academic Malpractice flowchart for staff**

A new [flowchart](#) has been produced for staff members detailing what to do if student academic malpractice is suspected. The new flowchart replaces the old 'Plagiarism and other forms of academic malpractice – guidance for teaching staff'. The flowchart is also available in the Institute of Teaching and Learning's [Contract Cheating Toolkit](#) under "ACTION: Academic Malpractice Procedure".

(See also item on updates from the Institute of Teaching and Learning, below).

- **New Guidance on Recording Student Participation**

New guidance on student participation in recorded teaching and learning sessions has been produced and is available at:

<https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/teaching-and-learning/learning/recording-student-participation/>

3. Institute of Teaching and Learning

- **Guidance to support on-campus and online teaching**

[Principles for managing on-campus and online behaviours effectively](#) are now available on the [Institute of Teaching and Learning \(ITL\) website](#), along with other new resources such as a [guide to creating accessible recorded lectures](#) which can be found in our [guidance on making accessible teaching content](#).

As a reminder, there are a variety of recently published resources and toolkits on the website that can support staff in teaching and learning, including:

- [guidance on software for online teaching](#) - Semester 1, 2020/21
- [an online and blended assessment toolkit](#)
- [a contract cheating toolkit](#)

For any queries on these or other resources available on the [ITL website](#), email the team at teaching.learning@manchester.ac.uk.

- **'Netiquette' guidance for students**

'Netiquette' guidance for students and related guidance for staff on managing class behaviours both on-campus and online, is now available online, as follows:

'[Engaging in online communication: a student guide](#)' is on the student support microsite (Campus Life) here: <http://www.studentsupport.manchester.ac.uk/study-support/academic-support/accessing-online-teaching-and-learning/online-teaching/>

This student guidance is signposted for staff within the staff-facing '[Principles for managing on-campus and online behaviours effectively](#)', mentioned above, which has been added to the Online Teaching and Learning Toolkit (Institute of Teaching and Learning) at:

<https://www.staffnet.manchester.ac.uk/umitl/teaching-toolkits/online-teaching/>

4. Unit Surveys

- **Semester 1 Unit Surveys**

Semester 1 Unit Surveys will be running between 14th December 2020 and 10th January 2021. Given the continued need to deliver programmes using a blended format and the changes made to online provision in some areas as a result of changing tier levels, TLG Executive have agreed to use a blend of pre-COVID Unit Survey core questions with some of the core Unit Survey questions that were utilised in semester two.

This approach will enable some longitudinal analysis and insight into the transitions and impacts of moving to online-based learning, in addition to enabling colleagues to capture specific unit feedback. As is usual, colleagues have been invited to request some optional questions, but were advised to give consideration to the greater number of core questions so as to avoid lengthy surveys that can impact negatively on student engagement.

The mandatory questions are listed below and colleagues have **until Friday 6th November** to submit any additional questions.

- **S1 US Core Question Set:**

Please rate on a scale of 1-5 how much you agree with each of the statements below, where: 1 = completely disagree, and 5 = completely agree.

Your Overall Teaching and Learning Experience on this Unit:

1. Overall, I would rate this unit as being excellent
2. The feedback that I received on my work was helpful
3. This unit was well organised

Your Online and Blended Learning Experience on this Unit:

1. The online learning and assessment for this unit was delivered very well. (1-5 scale)
2. What did you find most helpful? (free text)
3. What needs to be improved? (free text)
4. I found the technical support offered by the University helpful. (1-5 scale)
5. What support service/resource did you find the most helpful? (free text)
6. What additional support would you need? (free text)

For questions relating to Unit Surveys, please contact unitsurveys@manchester.ac.uk



5. Peer Support Programme/Student Engagement

There have been some big changes in the Peer Support Team over the last few weeks. We can't quite believe it's that time already, but we have introduced our new Graduate Officers into the team! This year, the set up looks a little different.

Within Peer Support, we have three new Graduate Officers. You may have met them already, through the ADP Kick-start meeting or even in the ADP Zoom chat! Beth Rotherham, Will Gopal, and Sam McElhattan will be taking over the PASS and Peer Mentoring schemes throughout the University, helping support these schemes with their move to digital Peer Support. We are already so excited to see what our new colleagues will bring to the table- we have no doubt they are going to flourish in their role!

We also welcome to the team Chloe Salins, the first Student Partnership Graduate Intern! Chloe will be working alongside a familiar face, Matt Oakley, as part of the Student Partners project.

And the excitement doesn't end there! With the move to digital Peer Support, we have been considering how we can provide more support for our Student Volunteers. In response, Flora and Katie have been working on some further Student Coordinator training. These training sessions are one hour long, and work to reiterate the collaborative partnership there can be between Student Coordinators and staff members.

These sessions are more informal than typical training sessions, with the aim to upskill our volunteers in specific areas, such as PASS Leader and Peer Mentor Recruitment, Session Observations, and Scheme Evaluations. The sessions also provide them with the opportunity to take more of a leading role within the Peer Support community as a whole!



Will Gopal



Sam McElhattan



Beth Rotherham



Chloe Salins

6. Division of Campus Life - Student discipline update

- **Covid-19 Misconduct**

During October 2020, Senate agreed to the insertion of an addendum to [Regulation XVII \(Conduct and Discipline of Students\)](#). At the start of the academic year, the University was receiving numerous reports that students (mostly in halls and in the local community) were breaching Covid-19 health and safety requirements (both University rules and external legislation). This was reported across different media outlets. Given the volume of activity and the need to protect members of the University community, Senate agreed, for 2020/21, to a new, more agile way of handling misconduct associated to Covid-19.

In summary, the stages are:

1. Informal – local area issues on the spot guidance and/or advisory communication for minor issues.
2. Formal (1) – where advice and guidance hasn't worked, or an issue requires a low level penalty, local area refers case to the Division of Campus Life to impose more automated sanction. Sanctions are expected to be warnings and/or some form of training (online course being developed – for now suggested essays). Appeals will go to a Summary Discipline Panel within Campus Life.
3. Formal (2) – where 2 hasn't worked, an issue requires a penalty above a warning or the case indicates a discussion with the student is needed, a local area can refer a case to Campus Life to arrange a Summary Disciplinary Panel. Appeals would continue to go to Division of Teaching, Learning and Student Development.
4. Formal (3) - where 1-3 haven't worked or an issue is so serious it may require a penalty of exclusion or expulsion, a local area can refer a case to Campus Life to consider arranging a University Disciplinary Panel. Appeals would continue to go to Division of Teaching, Learning and Student Development.

There is discretion on cases escalating, or de-escalating, through the above depending on the nature of the case. Hopefully, 1 and 2 will deal with the bulk of cases.

Guidance to support the addendum is available at: [Guidance on Covid-19 Student Misconduct](#). The table in the Appendix breaks down and summarises the process. The advisory letter which local areas can issue is available [here](#).

To take disciplinary action under 2, evidence supporting the allegation is still needed as if a panel were taking place. This could be a report describing the allegation or colleagues may wish to complete the [Covid-19 Student Discipline Referral Information Sheet](#). For action under 4, more detail about the case and student is likely to be needed, particularly as the consequences may be more severe.

- **Guidance on hearings during Covid-19**

Around the start of lockdown and changes to normal University activities, a staff-facing guidance document on discipline was produced. This was supplemented with a student-friendly version of the guidance.

Both sets of guidance remain active subject to some updates, including minor title changes. [Guidance for Staff on Disciplinary Hearings during Covid-19](#)

As the University is now operating in a new normal for the 2020/21 academic year, the guidance has been updated to reflect this. Hearings, where held, will need to be remote. One key revision is that invitation timeframes for disciplinary hearings have reverted back to 5 working days (SDP) and 10 working days (UDP).

The student guidance, and statement form, have also been taken from the appendices of the staff guidance and are now only available on the link below.

[Guidance for Students on Discipline during Covid-19](#)

This has been updated to reflect changes to the Guidance for Staff on Disciplinary Hearings during Covid-19 (above) and a bullet point has been inserted to explain about the Regulation XVII addendum (as above).

- **Referral Form**

[Student Discipline Referral Form](#)

There is a template referral form for use when a case is being referred to an outside Summary Disciplinary Panel (e.g. Faculty malpractice) or University Disciplinary Panel (Campus Life). The form has been updated so that it has clearer separation between sections, includes reminders about confidentiality/protection and more comprehensively captures information that panels often ask about.

- **Falsified Evidence**

[Falsified evidence guidance](#)

During 2019, it was highlighted that a number of students were believed to have submitted false evidence as part of academic appeals and requests for mitigation. Having reviewed lessons learnt from those cases, a guidance document has been put together to help staff review suspected false evidence and advise on how to handle cases where this issue arises.

- **Contract cheating**

Following internal, sector and media attention on the suspected rise in contract cheating, during 2020 the Institute for Teaching and Learning put together a joint academic-PS Task and Finish Group (Chaired by Professor Judy Williams (AVP for Teaching, Learning and Students and Director of ITL)) to look at actions the University could take to combat contract cheating. Contract cheating is already an offence as outlined in the [Academic Malpractice Procedure](#). However, there is now a substantial and comprehensive toolkit (set of resources) online for staff pulling together the best practice that has been identified by the Group. This includes information compiled from across the sector and includes input from students.

The toolkit can be accessed via the following link:

<https://www.staffnet.manchester.ac.uk/umitl/teaching-toolkits/contract-cheating-toolkit/>

- **Advice and Response**

The Advice and Response Team (within the Division of Campus Life) [website](#) has started to be built and which will continue to be added to over the next few months. You may be interested in some of the work that colleagues in the team can assist with and some of the upcoming training sessions.

- **Regulation XVII**

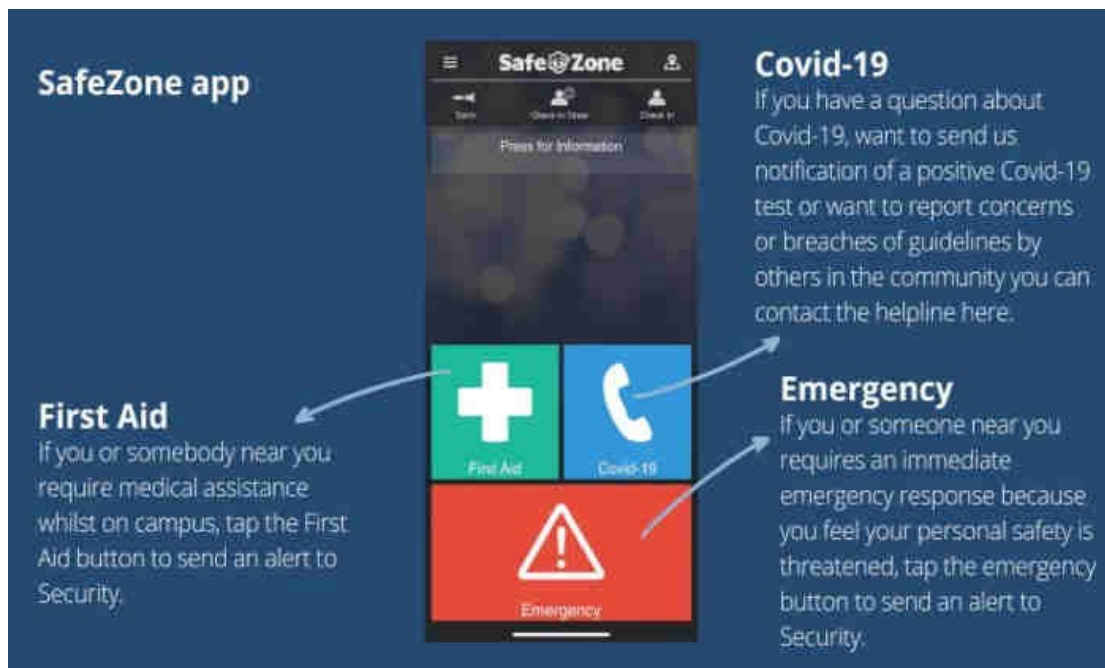
In addition to the addendum, some further updates to the Regulation have been submitted to Senate for approval following FBMH's review of its Fitness to Practise procedures. Also some title changes e.g. Head of Teaching, Learning and Student Development to Director of, will be being made to the Regulation and supporting procedures. When finalised, the updated version of the Regulation will be uploaded online (same link as above) and the collated policy document will similarly be updated.

Queries relating to any of these student discipline updates should be addressed to conductanddiscipline@manchester.ac.uk.

7. Information from other areas of the University

- **Launch of new personal safety app for all students and staff**

Safezone is a new app that allows students and staff to report concerns and get advice about COVID-19, contact Security at the touch of a button, and 'check-in' to support contact tracing when on campus. It has been developed as part of the Student Experience Programme (SEP) and is designed to give students and staff extra peace of mind when coming to campus or living in accommodation, particularly during the current pandemic.



Further details can be found at: <https://www.staffnet.manchester.ac.uk/news/display/?id=25154>

8. Information from the Quality Assurance Agency (QAA)

The QAA has introduced an academic integrity charter. It is intended to provide a baseline position upon which UK providers, as autonomous institutions, can build their own policies and practices to ensure that every student's qualification is genuine, verifiable and respected.

<https://www.qaa.ac.uk/en/about-us/what-we-do/academic-integrity/charter#>

9. Contact

If you are aware of other staff members who would like to be added to the Academic Development and Policy 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 (m.graham@manchester.ac.uk).