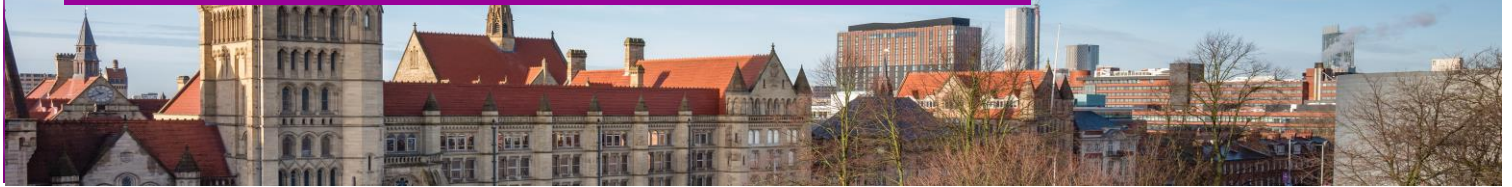# TLD Bulletin
February 2024

WELCOME MESSAGE

Welcome to the first TLD Bulletin of 2024.

STAFFING UPDATES

We would like to welcome Victoria Burrell-Corey to the team in her role as TLSE Administrator, Assessment, Scheduling and Processes.

We are wishing Miriam Graham the best of luck in her new role at the University of Law as a Registry Officer (Enhancement) after 21 years of excellent work in the Policy and Degree Apprenticeships team. Miriam's last day was the 31st of January and recruitment is taking place to fill the vacancy.

THIS MONTH:

- Assessment Framework Review and Student Discipline Procedure Updates
- Appeals, Complaints and Discipline Consultation
- NSS, Unit Survey and SEAPs updates from Taught Programme Enhancement

POLICY UPDATES

Assessment Framework Review

Consultation is ongoing for section 2 of the Assessment Framework Review: Outcomes of Assessment.

The team is receiving consultation feedback via the three following routes:

- In-person consultation on the 13th February 2:00-3:30pm. You can sign up to attend via this [link](#).

- An online individual feedback form which can be accessed via this [link](#). Deadline: 29th February 2024.

- Faculty response that can be sent into the teaching-policy@manchester.ac.uk inbox. Deadline: 29th February 2024.

Consultation for the next section of the Assessment Framework Review: Designing Assessment will launch on February 15th where feedback shall be available via the same three routes above. For more information on the timeline of the consultation process and the Assessment Framework Review project, please visit the [StaffNet page](#).

Student Discipline procedure updates relating to Academic Malpractice

1. Background

Over the course of 2023, the University's Assessment for the Future group established a further three sub-groups to focus on different areas of Artificial Intelligence (AI). One sub-group focused on policies and procedures and this led to feedback on the Academic Malpractice Procedure being provided, both in regard to AI and more broadly e.g. procedure wording. Revisions to the Academic Malpractice Procedure were considered by the Student Conduct and Discipline Committee (SCDC) in November 2023 and are as set out under heading two below.

In relation to AI, changes to the Academic Malpractice Procedure should also be read in conjunction with:

- University [AI Teaching Guidance](#) agreed by TLSG – this highlights, in regard to malpractice, where generative AI is misused in assessments this would be considered as plagiarism.
- [Assessment Toolkit](#)
- [Student guidance](#)
- [Library guidance](#)

At the same meeting, SCDC also considered a proposal for new penalties for academic malpractice to be included in the mid-level penalty range for Summary Disciplinary Panels and above. These have been included to give panels more options to penalise malpractice, where a panel considers a proportionate penalty sits somewhere between a mark of zero for a piece of assessed work and a mark of zero for a unit (with loss of credit) but the former is too lenient and the latter is too severe. The new penalties allow for extension of zero marks to unaffected assessed work within the same unit and differentiates zero marks for full units where credit is retained or lost. See heading three below.

2. Updates to the University's [Academic Malpractice Procedure](#)

Section 2 (Academic Integrity)

- There is a newly inserted paragraph 2.4 to reference AI and AI Teaching Guidance statement.

- 2.5.5 (formerly 2.4.5) has been expanded to future proof should further software be utilised by the University in detecting malpractice.

- 2.6 (formerly 2.5) lists some of the courses available on My Learning Essentials

- Newly inserted 2.7 sets out some of the expectations of students in avoiding malpractice.

Section 3 (Definitions)

- The first sentence of the overarching definition of **Academic Malpractice** (3.1.1) has been updated from "*Academic malpractice is any activity – intentional or otherwise - that is likely to undermine the integrity essential to scholarship and research*" to "*Academic malpractice is any attempt (intentional or otherwise) to gain, or assist others to gain, an unfair academic advantage in academic work or research*".

- Misuse of Generative AI has been incorporated into the definition of **Plagiarism** at 3.1.2.1. The definition of plagiarism has been revised to "*The act of using ideas, words, or creations from either humans or digital systems, such as Generative Artificial intelligence, without proper attribution or permission and presenting them, either intentionally or unwittingly, as one's own work. Plagiarism encompasses a range of practices beyond just verbatim (word for word) copying. It also includes instances of close paraphrasing, minimal adaptation, and other actions that involve reproducing the work of another source in a way that means the assessed work lacks appropriate originality or proper referencing.*"

- The **Self-plagiarism** definition (3.1.2.2) has been updated to "*re-using work that has previously submitted for a different assessment, either at The University of Manchester or a different institution, without appropriate citation. It is considered to be plagiarism because it misrepresents the novelty of the current work. Where a student uses a previous piece of work or publication in a future piece of work, they should ensure that they properly reference themself and the extent of such use should not be excessive.*"

- The final sentence of the **Collusion** definition (3.1.2.3) has been updated to simplify some of the original wording (asynchronously / synchronously) to "*Collusion may happen through an exchange or communication outside of an assessment submission and/or at the time of an assessment submission.*"

- The definition of **Examination malpractice** (3.1.2.5) has had a minor insert to include reference to software: "*when a student, during an examination, intentionally or unwittingly contravenes set exam conditions, such as by using or possessing unauthorised materials,...* <u>*software*</u>*... or devices...*"

- The list of indicators of malpractice has been expanded to include:
  - "*3.1.3.1.4 minimally adapted and closely paraphrased from the original source.*"
  - "*3.1.3.1.5 not part of the commonly accepted phrasing or usage for academic subject of the work.*"
  - Re-located from the previous definition of plagiarism, "*3.1.3.2 Synthesising material in an open book examination or assessment using a permitted source but not appropriately acknowledging the source.*"
  - (Newly inserted) "*3.1.3.6 The use of content generated by AI and failing to acknowledge this contribution with referencing and quotations.*"

- o (Newly inserted) "*3.1.3.7 Stylistic, language, academic and other irregularities e.g. document data, reports from other individuals, which suggest the student may not have authored the work themselves.*"

- The section on poor academic practice (3.2) has been updated to reference minor infringement of examination conditions and the listed types of poor academic practice has had some minor wording updates. The larger updates are around:
  - o "*3.1.1.4 Collaboration between students which has led to some minor similarities in structure, source or copied text, but where there remains sufficient originality in the students' respective work submissions.*"
  - o "*3.2.1.5 Pieces of work which are largely constructed of the work and words of others, but which has been attributed to the source.*"
  - o (New insert) "*3.2.1.6 At a very early stage of an assessment, voluntarily surrendering unauthorised materials that the student was unaware of.*"
  - o (New insert) "*3.2.1.7 The possession of unauthorised materials, which the student was unaware of and which are so minor in content, that they would unlikely provide any meaningful benefit to the student.*"

Section 4 (Detection)

- To future-proof the Academic Malpractice Procedure, a new insert at 4.2.2 has been made: "*References in this document to Turnitin should be read as to include alternative software which the University uses and identifies. For example, Cadmus is used in some areas of the University, and the data from its learner analytics may provide an indication of academic malpractice e.g. time spent on producing the work. The University does not currently use software which claims to detect Generative AI; common indicators of malpractice, and information sources, should be reviewed as with other forms of suspected malpractice.*"

- Paragraph 4.2.5 (formerly 4.2.4) has been updated to reference the "*balance of probabilities*". This is the standard of proof expected in internal disciplinary processes. This means that the University, at different stages of its procedures, needs to be satisfied to above a 50% likelihood that misconduct has occurred.

- Section 4.4 (Contract Cheating) has had some updates:
  - There has been a newly inserted 4.4.1 to address a common scenario of third party reports about students who have allegedly engaged in contract cheating. "*The University sometimes receives reports from third parties alleging that a student may have submitted work which they have not produced. In such cases, enquiries may be made with the reporting party (e.g. association to the student, copies of the work, correspondence) to help indicate whether there is potential malpractice in the work. The information gathered may be sufficient to instigate further enquiry with the student concerned or to refer a case to a disciplinary panel. The absence of necessary information from the reporting party may mean a case cannot be progressed any further. Care should be taken to not divulge personal data about a student to a reporting party.*"
  - Paragraph 4.4.2 (formerly 4.4.1) has been updated to reference the indicators of malpractice and the balance of probabilities.
  - Paragraph 4.4.4.2 (formerly 4.4.3.2) includes a new insertion which states "*Any future disciplinary panel should not include, as a member of the panel, the examiner or the same School Officer.*"

Section 5 (Case handling)

- Paragraph 5.1 has had some minor updates.

- The table at 5.3 has been updated to highlight the Fast-track stage (and what cases may be suitable for this) and expanded on the explanatory text around what SDP academic malpractice cases Campus Life may handle.

- A newly inserted paragraph 5.4 outlines who should not be on a disciplinary panel: "*The original person who reported the alleged malpractice should not be a member of the disciplinary panel. Additionally, where a student has already been interviewed or attended a viva as part of the information gathering exercise, any future disciplinary panel should not include, as a member of the panel, the same examiner or School Officer.*"

- Paragraph 5.6 (formerly 5.5) has had some minor updates.

- Paragraph 5.7 (formerly 5.6) has had some minor updates around who can be on a disciplinary panel.

- The case handling examples listed at paragraph 5.8 (formerly 5.7) have had some minor updates to provide some extra context.

3. Updates to the Procedure for Summary Disciplinary Panels, Procedure for the University Disciplinary Panel and Guidance on Applying Student Disciplinary Penalties

Current penalties

- (Current 1.6). A recorded mark of zero for the examination paper or other assessed work in which unfair practice occurred. Should a re-assessment/resubmission opportunity be available this will, if passed, be capped at the lowest compensatable pass mark.

- (Current 1.7). A recorded mark of zero for the course unit(s) in which the unfair practice occurred. Should a re-assessment/resubmission opportunity be available it will, if passed, be capped at the lowest compensatable pass mark.

Updated penalties

- (Updated 1.6). A recorded mark of zero for the examination paper or other assessed work in which unfair practice occurred. Should a re-assessment/resubmission opportunity be available or required this will, if passed, be capped at the lowest compensatable fail mark.

- (New 1.7) A recorded mark of zero for multiple components of assessed work (to be specified by the panel) within the unit where unfair practice occurred. Should a re-assessment/resubmission opportunity be available or required this will, if passed, be capped at the lowest compensatable fail mark.

- (New 1.8) A recorded mark of zero for the course unit in which the unfair practice occurred, with the allowance for a student to retain credit subject to their compensation limit not being exceeded. Should a re-assessment/resubmission opportunity still be required for programme requirements it will, if passed, be capped at the lowest compensatable fail mark.

- (New 1.9) A recorded mark of zero for the course unit in which the unfair practice occurred, with the student losing credit. Should a re-assessment/resubmission opportunity be available it will, if passed, be capped at the lowest compensatable fail mark, and the student can regain the lost credit.

Additional notes

- Updated 1.6 and New 1.9 are largely similar to Current 1.6 and 1.7.
- New 1.7 will allow for an escalation of penalty from zero for an assessment, when there are multiple components to a unit, but where a panel does not view a zero for a unit to be proportionate.
- New 1.8 allows a panel to direct that a student retains credit for a unit which means a panel can give a student more finality on a case. What a panel cannot do is increase the compensation limit from that which is available under the applicable Degree / Programme Regulations.
- New 1.9 will mean a student loses credit and can only regain this through reassessment.
- Across 1.6-1.9 references have been made to fail mark rather than pass mark as the former is more accurate terminology.
- Panels as normal should take account of proportionality when applying penalties. This may include factoring in fairness to the wider student body who have not committed malpractice. Panels should try to collect sufficient information to aid them in identifying the actual impact of any penalty or at least their intended impact.
- Existing penalties 1.1-1.5 and 1.10 (formerly 1.8) and above remain unchanged both in terms of wording and availability to different levels of panels.

Where to find the penalties and further guidance

- [Procedure for Summary Disciplinary Panels](#) (Appendix One)
- [Procedure for the University Disciplinary Panel](#) (Appendix Two)
- [Guidance on Applying Student Disciplinary Penalties](#)

4. Effective date of updated procedures

The updated documentation referenced above will be uploaded to the document finder w/b 8 January 2024. This will be available on the existing hyperlinks

Pre-January 2024 procedures will apply to cases entering the disciplinary process before January 2024. Copies of archived versions can be requested from conductandidscipline@manchester.ac.uk.

The updated procedures will apply to cases entering the disciplinary process from January 2024 onwards.

APPEALS, COMPLAINTS AND DISCIPLINE

Disability (including mental health) and academic appeals

In 2023 we introduced a training/awareness video relating to mental health and academic appeals/mitigating circumstances. We also introduced some written guidance on when and how to approach the Disability Advisory and Support Service (DASS) for comment on an academic appeal (and when you can uphold an appeal without contacting DASS).

Now the guidance has been in place for a few months we'd like to make some changes based on feedback from both case-handlers and DASS, which we hope will be helpful for all involved.

After **1 March 2024** we will collate the feedback, make changes, implement the guidance/form with any changes, and feed back to the network on the changes.

You can access all the information via https://livemanchesterac.sharepoint.com/sites/UOM-ADP-ACCD-Network/SitePages/Disability-and-appeals--consultation.aspx

This page is accessible to ACCD Network members; if you're not a member, request access to the SharePoint page and you'll usually be added within a couple of hours.

TAUGHT PROGRAMME ENHANCEMENT

NSS

The National Student Survey 2024 is now open to the majority of final year undergraduate students and is one of the most important ways we gather feedback from our students about their experience of studying and living in Manchester. All finalists eligible to complete the NSS will have received an email from Ipsos Mori w/c 29th January 2024 with a link to the survey. Students can also go directly to the NSS website at any time.

Results are used internally to inform improvements to the student experience and externally to compile league tables and inform future students' choice of university/course, through the Discover Uni website.

However, we must reach at least a 50% response rate in order for the results to be published. Last year, our overall response rate was 74.3% and we are aiming to push even higher and surpass 75%. The University aims to promote the survey widely and encourage early uptake, to be on a good trajectory by mid-March. NSS 2024 will close on 30 April 2024.

The University is delivering an integrated campaign with messages from central and local Student Communications teams in collaboration with efforts from the Students' Union. We know students respond well to messages from people they know and communicate with on a regular basis. If you teach, advise or support students you can really help to boost response rates. You can also encourage other colleagues to do the same. Further information and advice on [Promoting the NSS](#) including incentives for 2024 is available on StaffNet. The webpage also gives clear guidance on inappropriate influence or incentives.

Unit Surveys

Semester 1 Unit surveys closed on December 31st and reporting was released to instructors and school colleagues on January 15th. The team have been working to develop the reporting provided, to improve on previous iterations. We hope that the report provides insight and is a useful tool for your teaching. In the spirit of feedback, we are looking for any thoughts regarding the reporting, improvements which we can look to make and anything that would provide further value if the team were to work to add it to reports. We ask that colleagues in schools share feedback with Directors of Teaching and Learning, as they are working with the Vice Deans for Teaching, Learning and Students to collate thoughts at a faculty level. Directorate colleagues can contact teachingandlearningsurveys@manchester.ac.uk

The data collation process for semester 2 has begun and relevant school colleagues have been contacted. The initial deadline to give the team a list of unit codes to be surveyed is Friday 09 February 2024. The below timeline highlights the stages of the process we ask school colleagues to engage with, as well as demonstrating the buy-in time needed by the team. If you foresee any issues with the timeline outlined below, please contact the team as soon as possible (teachingandlearningsurveys@manchester.ac.uk).

Week Commencing	Deadline/Key Date	Task/Stages
29-Jan	29th January	Schools contacted - unit data
05-Feb	9th February	DEADLINE - Unit data from schools
12-Feb		TPE Match unit data and share with schools
19-Feb		
26-Feb	1st March	DEADLINE - Staff lists back from schools
04-Mar		TPE Clean data and liaise with schools to resolve queries
11-Mar	15th March	TPE DEADLINE - Finalised relationship files
18-Mar		Build and User acceptance testing
25-Mar		Build and User acceptance testing
01-Apr		Build and User acceptance testing
08-Apr	8th April	Survey Deployment
15-Apr		Survey Live
22-Apr		Survey Live
29-Apr	4th May	Survey Closes

SEAPs

Thank you to all colleagues who submitted their Student Experience Action Plans (SEAPs) to the quality team on 10 January. All SEAPs are available on our website at https://www.staffnet.manchester.ac.uk/tlso/quality/monitoring-review/seaps/. In total, 32 SEAPs were received with 371 actions from the following theme areas:

- Assessment and Feedback – 101 actions
- Sense of belonging and learning community – 96 actions
- Wellbeing and Mental Health – 64 actions
- Student voice and student partnership – 89 actions
- Programme specific actions – 21 actions

A summary of all the actions was submitted to TLSG for their meeting on 24 January which went to AQSC on 31 January and will then go to Senate on 14 February. The AQSC report has also been shared with TLSiG for their meeting on 8 February. The team are undertaking a review of SEAPs so if you have any suggestions for the future, please e-mail sarahwilliams@manchester.ac.uk by **29 February 2024** for consideration as part of the review.

INSTITUTE OF TEACHING AND LEARNING (ITL)

ITL Teaching, Explore, Apply (TEA) Blog

ITL [TEA Blog posts](#) - Released every other week, short and informative blog content around pedagogical best practice.

Recent posts:

- [Story of simulation – using simulation to enhance practice based learning opportunities,](#) By Emma Ormerod
- [Special Collections and Innovative Learning,](#) by Steven Urwin
- [Transforming Education and Empowering Students: The Impact of Summer Internships,](#) by Martin Simmons

ITL Open Workshop Programme 2023/24

Coming up in This month:
- Digital Wellbeing - Wednesday 16th February, 12:00-13:15, Online - [Book via the University Training Catalogue](#)
- Getting the Blend Right - Wednesday 21st February, 13:00-14:30, On Campus - [Book Via the University Training Catalogue](#)

TEA Blog - Updated bi-monthly with new pedagogy and good practice

ITL [TEA Blog posts](#) - Released every other week, short and informative blog content around pedagogical best practice.

Recent posts:
- [Come watch with me: Blending the synchronous with the asynchronous to enhance learning and sense of belonging,](#) by Jen McBride
- [Story of simulation – using simulation to enhance practice based learning opportunities,](#) By Emma Ormerod
- [Special Collections and Innovative Learning,](#) by Steven Urwin

Northern Scholarship of T&L Conference

UOM have been approached to partner in a Northern Scholarship of T&L conference. We can put forward 5 contributors in a range of topic areas. There's no fee for presenters and the Institute of Teaching and Learning will be able to cover travel costs to Leeds for those who present. Details on the file but let Patricia Clift-Martin (patricia.clift-martin@manchester.ac.uk) know if you want to be put forward:

Northern SoTL Conference rationale.pdf

Service Learning / Community Engaged Learning: Integration into your curriculum and students learning experience. The why and how to.

All participants are invited to take part in this interactive workshop to share their personal experiences of SL /CEL, to share expertise within the group, hear about the latest evidence on the value of SL and how it is core to the Universities Vision for Teaching and Learning and Social Responsibility.
We hope that participants will feel empowered to start integrating more activities within their own programmes or develop current projects.
Please note: this session will repeat. First held online, a second session will then be face-to-face. You do not need to attend both sessions, it is intended to offer flexibility to attend either in person or online.
Date: Wednesday 28 February 2024, 13:00 – 15:00
Presenters: Raj Ariyaratnam, Rachel Lindley and Mahesan Nirmalan
Location: Face-to-face (tbc)
Book a place at: https://app.manchester.ac.uk/FBMHS5203

CONTACT

If you are aware of other staff members who would like to be added to the TLD Bulletin mailing list to receive future editions of the Bulletin, please contact Ellie Powell (email eleanor.powell@manchester.ac.uk).

If you are from a Collaborative or Validated Partner and you are having difficulties accessing any of the linked documents or web pages, please contact teaching-policy@manchester.ac.uk