MANCHESTER 1824
The University of Manchester

APPROVED

THE UNIVERSITY OF MANCHESTER

SENATE: ACADEMIC QUALITY AND STANDARDS COMMITTEE
TEACHING, LEARNING AND STUDENTS

24 JUNE 2026

Present: Professor Jenn Hallam (Chair), Professor Rob Appleby, Professor Andrew Brass, Professor Naomi Chambers, Professor Hannah Cobb, Amrit Dhillon, Professor Scott Heath, Dr Jen McBride, Professor Andrew Mawdsley, Professor George Moulton, Rhianna Patel, Professor David Schultz, and Professor Fiona Smyth.

Apologies: Professor Sarah Dyer, Dr Simon Merrywest, Dr Katie Moore, and Alec Severs.

In Attendance for all items: Paul Brierley (Interim Director of Student and Academic Services), Sarah Williams (Teaching and Learning Manager, Programme Enhancement), Ann Lee (incoming UMSU Faculty Officer FBMH), Jack Newton (incoming UMSU Faculty Officer FSE), Dr John Marsh (Senior Governance Manager), and Jane Holland (Governance Manager) (minutes).

In Attendance for: Teaching Sustainability Project (TSP) and Course Unit Framework (CUF) in the School of Arts, Languages and Cultures (SALC) (minute 9): Dr Marco Biasioli (Lecturer in Russian and Eastern European Studies and UCU Executive Member), Dr J Michelle Coghlan (Senior Lecturer in American Studies and NEC Member for UCU), and Professor Thomas Schmidt (Head of SALC).

1 Welcome and Declarations of Interest

Noted:

a) the incoming UMSU Officers were welcomed to the meeting and introductions were given;
b) the outgoing members were thanked for their contributions to the work of the Committee;
c) members were reminded that an additional meeting would be held on 23 July, to focus on AI/Copilot;
d) that there were no declarations of interest in relation to the agenda.

2 Minutes of the Previous Meeting

Noted: that the following amendments would be undertaken:

a) reference to ‘Head of Scheduling’ would be updated to ‘Interim Director of Student and Academic Services’;
b) reference to programme withdrawals would be extended to include all programme development.

Agreed: to approve the minutes of 6 May 2026, subject to minor amendment.

3 Action Log

Noted: The Senate AQSC TLS Action Log;

4 Matters Arising

Noted: the matters arising.

5 Forward Agenda: Schedule of Committee Business for 2025-26

Noted:

a) the Academic Quality and Standards Committee (Teaching, Learning and Students) Forward Agenda;
b) proposals for future agenda items should be submitted to the Governance Manager;
c) a number of actions, including personalized learning, would be incorporated into the Schedule of Committee Business for 2026-27. **Action: Vice-President TLS/Governance Manager**

6 University of Manchester Students' Union Report

Received: the University of Manchester Students' Union Report, which highlighted student experience and support needs during the summer period.

Noted:

a) the report focussed on summer-specific pressure points, including reduced on-campus engagement and variability in support provision, at what was often an under-recognised but critical phase of the student lifecycle;
b) discussion identified three key areas; 1) summer support and wellbeing, including financial challenges and inconsistencies in provision, 2) graduation experience, including concerns regarding cohort fragmentation where ceremonies were split, and 3) preparation for life beyond university, including access to life skills guidance and employability support;
c) members agreed that the paper was valuable in highlighting gaps in provision, while recognising the need to balance resource constraints;
d) consideration would be given to co-creating future activity with students, to identify and prioritise areas of need; **Associate Vice-President (Students)/UMSU Faculty Officers**
e) proposals to review graduation arrangements would be developed, including consideration of flexibility; **Action: Interim Director of Student and Academic Services**
f) discussion would be progressed on student preparation for life beyond university; **Action: Interim Director of Student and Academic Services/TLS Committee**
g) **proposals for improved signposting and consolidation of existing support resources would be developed; Action: Library, Careers coordinated via TLS Committee**
h) transferrable good practice would be identified; **Action: Elected Member FBMH (Dr Jen McBride)**
i) work would be progressed to evidence educational gain and skills development; **Action: Elected Member FBMH (Dr Jen McBride)/Associate Vice-President (Teaching Excellence and Innovation)**
j) targeted summer support initiatives would be identified and developed; **Associate Vice-President (Students)**
k) mechanisms to capture and utilise student feedback on academic advising and wider student support experiences would be developed; **Associate Vice-President (Students)/UMSU Faculty Officers**
l) methods would need to be established to support wider dissemination and impact of Students' Union papers. **Action: Vice-President TLS**

7 Chair's Update

Noted:

a) priority areas arising from Manchester 2035 discussions included academic advising and partner enabled learning (PEL), which had generated significant interest and questions across AQSC TLS and Senate;
b) future AQSC TLS agendas would include themed Teaching, Learning and Student Experience items, aligned to the LEAP strategy, to enable members to:
    i. contribute to the development and design of key initiatives;
    ii. provide ongoing oversight and input;
c) there would be enhanced engagement opportunities, including through School Boards and other institutional fora, alongside mechanisms for staff to contribute directly to workstreams;
d) themed TLS items would be developed and embedded within the AQSC TLS forward agenda aligned to LEAP priorities; **Action: Vice-President TLS/Governance Manager**
e) engagement plans to support staff input into LEAP priority areas across relevant for a would be developed and implemented. **Action: TLS Leads/Vice-President TLS**

8 Academic Advising Update

Noted: an oral update on the development of an integrated academic advising and student support model, forming a core deliverable under the TLS Strategy.

a) the proposed model would deliver a digitally enabled, integrated "circle of care", supported by 1) a Customer Relationship Management (CRM) system, 2) integrated student services (e.g. counselling, disability support, peer support), and 3) enhanced data capability to identify and support students effectively;
b) delivery would follow a phased, multi-year programme, including procurement of digital infrastructure, rollout of digital student hubs and progressive integration of services and advising functions;
c) a draft business case was in development and expected to progress through governance routes later in the year;
d) stakeholder engagement with students and staff had commenced to ensure that the model reflected user needs and avoided retrofitting services to technology;
e) a parallel programme of short-term improvements was under development including 1) a review of current policy implementation and variation across Schools, 2) development of training and role clarity for academic advisors, and 3) pilot activity to evaluate good practice and inform institutional rollout;
f) committee members raised concerns around workload and expectations for academic advisors, with a need to review the academic advising model and policy, alongside technical solutions. There was a variability in confidence, training and practice across Schools. Training and role expectations would be reviewed, including consistency of policy implementation; **Action: Associate Vice-President (Students)**
g) mechanisms to capture and utilise student feedback on advising experiences would be explored, including identifying and sharing good practice**; Action: Associate Vice-President (Students)/UMSU Faculty Officers**
h) there would need to be alignment with educational gain activity to support advising conversations and student engagement. **Action: Associate Vice-President (Students)/Associate Vice-President (Teaching Excellence and Innovation)**

9 Partner Enabled Learning (PEL) Update (George)

Noted: an oral update on the development of Partner Enabled Learning (PEL), co-led across Teaching, Learning and Student Experience and Enterprise.

a) initial activity had focused on establishing a definition and typology of PEL activity, mapping current provision across the University, and engaging with stakeholders to understand existing practice;
b) the next phase of work would include the refinement and communication of the PEL framework, and analysis of the external partner landscape and appetite for engagement. There would be development of a longer-term delivery plan (3–5 years);
c) engagement with internal stakeholders and existing communities of practice was underway to ensure alignment with existing activity.

10 Teaching Sustainability Project and Course Unit Framework (CUF) in SALC

Received: an update on progress of the CUF**,** including ongoing engagement activity across Schools and Faculty-level work.

Noted:

a) that engagement activity had strengthened since the previous meeting, including discussions at School Boards and at programme-level, and was welcomed as a positive step towards collaborative development;
b) there remained concerns from colleagues in SALC regarding the need for formal consultation materials and the potential impact of reduced optionality on programmes. Formal consultation materials would be progressed. **Action: Vice-President and Dean (Hums)/Head of SALC** There was also a need for additional clarity on evidence requirements for exemptions**;**
c) the initial implementation would focus on PGT programmes to enable testing and modelling of impacts prior to broader rollout;

d) modelling and evaluation would be undertaken iteratively, with opportunities for refinement over time;
e) exemptions would be determined at School level, with local ownership of decision-making;
f) student feedback, including survey data, would be incorporated at an appropriate stage once modelling and programme design proposals were sufficiently developed;
g) it was acknowledged that this would be a long-term programme of work, with a phased approach and ongoing engagement required to ensure alignment across stakeholders. An update on progress would be provided to the Committee via the Governance Office. **Action: Lecturer in Russian and Eastern European Studies and UCU Executive Member/Senior Lecturer in American Studies and NEC Member for UCU**

11 Policy Review

Received: An update on the 2025–26 policy review cycle and proposed priorities for 2026–27.

Noted:

a) a new Digital Credentials Policy and Procedure had been developed, which intended to provide a consistent University-wide approach to digital badges, supported by pilot activity and governance arrangements;
b) minor amendments to a number of Category B policies had been undertaken, primarily to reflect compliance requirements and current practice;
c) It was noted that the GTA guidance required more substantive revision and would be progressed as a major amendment in 2026–27;
d) there were minor updates to the Mitigating Circumstances Policy, to ensure alignment with Equality Act and EHRC guidance. Consideration would be given to potential perceptions arising from the wording within the Policy, particularly regarding cultural considerations; **Action: Teaching and Learning Manager (Programme Enhancement)/Associate Vice-President (Curriculum and Quality)**
e) updates to the Interruptions Guidance included clarification that students returning from interruption would normally remain on their original degree regulations unless this would disadvantage them. A member raised the need for clarity in the definition of "disadvantage" within the Guidance; **Action: Teaching and Learning Manager (Programme Enhancement)**
f) there was discussion about employment-related implications within the recording of Taught Sessions Policy, including engagement with Trade Unions; **Action: Teaching and Learning Manager (Programme Enhancement)**
g) the Assessment Framework and GTA Guidance would be prioritised for major review in 2026–27, recognising the need to align with AI policy, degree regulations and wider assessment practice developments.

Agreed:

i. to recommend the new Digital Credentials Policy and Procedure to Senate for approval;
ii. to approve the Category B Policy Review;
iii. to approve the minor updates to the Mitigating Circumstances Policy, subject to minor amendment;
iv. to approve the minor updates to the Guidance for Staff and Students on Interruptions to Undergraduate and Postgraduate Taught Programmes of Study, subject to minor amendment;

v. to approve the 2026-27 Proposed Policy Review Cycle.

12 Collaborative Provision Procedure

Received: the revised Procedure for the Quality Assurance of Taught Collaborative Provision.

Noted:

a) the Committee considered the final version of the Collaborative Provision Procedure, which had been previously discussed at AQSC TLS and considered by June Senate. Minor amendments had been made following earlier discussion, including clarification of study abroad and student exchange, and the intention to develop supporting guidance and materials to aid implementation; **Action: Teaching and Learning Manager (Programme Enhancement)**

b) Senate had supported the classification of the document as a procedure, and broad support had been received;

c) to strengthen governance, the procedure would be updated to reflect the role of the Partnership Oversight Committee in considering reputational risk and additional scrutiny of partnerships, where appropriate;

d) the Committee supported the procedure providing an appropriate framework for the approval and oversight of collaborative provision, with further work planned to support usability and implementation, including the development of electronic processes.

Agreed: to approve the proposed revisions to the Procedures for the Quality Assurance of Taught Collaborative Provision, following minor amendment.

13 Programme Development Update

Noted: Programme Development Update Report.

a) the report detailed programme development activity undertaken between late May and early June 2026, noting that timing of submission deadlines had prevented earlier consideration by Senate. It was acknowledged that this was an exceptional process due to calendar alignment, and that improvements to deadlines and reporting cycles would ensure that programme development activity would be presented through Senate in future cycles;

b) the proposals had been subject to appropriate Faculty-level scrutiny and details were provided within the accompanying paper;

Agreed: under delegated authority of Senate, the Committee approved:

i. the detailed programme amendments across the Faculties;

ii. one new programme approval;

iii. one collaborative provision amendment.

14 Normative Criteria Framework for Programme Development Update

Noted:

a) an update on progress in developing the Normative Criteria Framework for Programme Development, including work to establish a formal mechanism for appeal of programme decisions, i.e. Senate Brake;

b) It was reported that initial high-level principles and approaches had been developed, informed by discussion at AQSC TLS and Senate, and that these had provided a strong foundation for further detailed design;

c) further input from members was sought to inform the development of a detailed proposal, particularly in relation to the design and operation of the Senate Brake process;

d) a full proposal would be developed and presented in the next academic year, with early sight of draft proposals to be shared to enable member feedback in advance of formal consideration;

e) the Committee noted that programme development timelines and key dates for 2026–27 had been established to support improved alignment with Senate reporting.