School of Environment, Education and Development

Faculty of Humanities

SEED Programme Committee: BSc Education

Date: 28 November 2024

Time: 13:00-15:00

Location: Ellen Wilkinson_AG.9

Please send any queries to seed.hub@manchester.ac.uk

MINUTES

Staff Attendees: Sophina Choudry (Programme Director, Chair), Shayna Ablett (TLSE Administrator, Secretary), Lise Hopwood, Kathryn telling**,** Sadia Habib, Eda Sant obiols, Laura Black**,** Alex Baratta, Carl Emery, Louisa Dawes, Sara Jackson**,** Kate Sapin**,** Loretta Anothony-Okeke, Helen Chan, Haleema Sadia.

7 Reps in attendance.

1. **Welcome and Apologies for Absence**

2. **Introductions**

   Introductions around the room.

3. **Minutes/Actions of the last meeting**

SC: Minutes circulated, actions highlighted. **Action: SA will create a version of the minutes students can access for next time.**

SC: summarised key actions taken from the last meeting:

- Redevelopment of the dissertation unit.

- Ongoing teaching and learning workshops for the team; encouraged ideas.

- Imminent updates to the ethical approval application process. LD: moving away from 'guarantor' process. Confirmed approval required for those interviewing other HE students.

4. Rep Consultation

SC: noted unit specific feedback will be shared outside of the meeting. Staff agreed all cohorts well engaged.

<u>Year 1 Reps</u>

Positive feedback:

- Units are interesting.
- Useful resources: pre-session handbooks, Mentimeter, Padlet, formative assessment, reflective logs, mini essays.

Suggested improvements:

- Would like more constructive and tailored essay feedback.
- Requested rubrics for each assignment. SC: understands that this is going to become a requirement.
- Seminars could be more succinct and interactive.
- The pace of learning a new concept each week should be slowed down. **Action: SC: will look at delivery and pacing of teaching in Year 1.**
- More essay-writing support and opportunities to practise these skills during teaching.

Staff discussed the feedback on essay support.

- LD: there is an upcoming session.
- SC: asked Reps to promote external sessions and encourage engagement.
- AB: asked Reps to promote his Writing Centre and Study Skills Sessions
- LA: noted the need to still ensure these skills are embedded into teaching. SC: this is particularly important when introducing alternative assessment.
- HS: noted the importance of academic advisors.
- LD: will be using Padlet so students can practise these skills.
- CE: raised discussion of exemplars and resources, noting the need to not overwhelm students (LD) and to not stifle creativity (SC). SC: concluded this is a subjective matter that comes down to the course unit director.
- SJ: noted some struggle due to science backgrounds, but reassured students year 1 essays do not count towards the overall degree classification.
- LB: noted that University-level assignments should be an autonomous process.

<u>Year 2 Reps</u>

Positive feedback:

- Staff are open to feedback and supporting with assignments.

Suggested improvements:

- Greater diversity in the countries focused on in teaching; could encourage peer learning. LB: PhD students could support.

- More support regarding understanding the UK Schooling system. LH: circulate resource.

- Use Padlet throughout teaching sessions so the lecturer can periodically answer questions throughout the session and students can support one another.

- Would like summative quizzes that consolidate understanding.

- Teaching could more evenly balanced across semesters. SC: this is how the pathways operate, noted the need to consider staff availability.

- Students have varying feedback on whether teaching should be consolidated to certain days. SC: timetabling is largely outside of programme control, will bear in mind varying opinions when providing feedback to timetabling.

<u>Year 3 Reps</u>

Received 20 responses to their survey.

Positive feedback:

- Academic experience is positive overall.

- Critical thinking skills gained are a solid foundation for further study.

Suggested improvements:

- More support with abstract concepts.

- Provision of fieldwork/ project opportunities.

- More tutorials for assignment and dissertation support.

- Less assignment pressure in semester 2. **Action: SC: will revisit how the pathways operate to support assignment distribution in Year 3.**

- Support with Turnitin and Duo mobile issues. SC: SEED Hub can support. Staff can seek submission support from SEED Assessments. New Digital Capability Reps should be able to support reporting issues.

- Support accessing EndNote. KS: ensure students are accessing through the University.

- More content on education technology. **Action: SC: has been looking to bring this back, will explore education technology content further**. KS: suggested focusing dissertations on technology, noted DTCE will be coming to speak about this.

- More information about accessible jobs in technology; asked for the Education CareerConnent page to be updated at SSLC.

- Would like subject-specific teaching courses. SC: need to be clear only the PGCE can provide teaching qualification, has previously investigated but this programme cannot provide this. Noted support from the PGCE presentation in Welcome, the Careers Service and academic advisors.

- Ensure academic advisors respond to emails. SC: report persistent issues to SC. Staff agreed students should build their relationship with their advisor from Year 1.

- Some more theoretical assignments are too difficult. ES: encouraged students to raise feedback immediately so issues can be quickly addressed.

- Elimination of deadline bunching. SC: staff try to avoid this but there are restrictions due to external examiners; can have more transparency around this process. **Action: Rep (Grace) to email unit codes to SC to check whether deadline bunching on one day can be resolved.**

- More information on the fast-track masters process. SC: encouraged forwarding emails to her for clarification.

5. Any other business

6. Date of next meeting

TBC.

Summary of Actions List

Action Number	Agenda Item	Action	Lead	Deadline	Status/Notes
1	3	Action: SA will create a version of the minutes students can access for next time.	SA		Completed.
2	4	Action: SC: will look at delivery and pacing of teaching in Year 1.	SC		
3	4	Action: SC: will revisit how the pathways operate to support assignment distribution in Year 3.	SC		
4	4	Action: SC: will revisit how the pathways operate to support assignment distribution in Year 3.	SC		
5	4	Action: Rep (Grace) to email unit codes to SC to check whether deadline bunching on one day can be resolved.	Grace		