**School of Environment, Education and Development**

**Faculty of Humanities**

**SEED Programme Committee:** MSc Global Development (All pathways)

**Date:** Monday 31 March 2025

**Time:** 13:00-15:00

**Location:** Arthur Lewis Building G19/ [Join the meeting now](https://teams.microsoft.com/l/meetup-join/19%3ameeting_ODEzODVkOWQtZGNlZC00MGYwLWE1OGUtNzA0MDEwOGExOTgz%40thread.v2/0?context=%7b%22Tid%22%3a%22c152cb07-614e-4abb-818a-f035cfa91a77%22%2c%22Oid%22%3a%220a36ec32-319a-4db6-a50c-d2fa46b1e930%22%7d)

**Minutes**

**Staff Attendees:** Chris Foster (Chair; SD Cluster Convenor), Jose A. Puppim de Oliveira, Tomas Frederiksen, Heather Alberro, Tom Lavers, Nick Jepson, Maria Rusca, Johan Oldekop, Rose Pritchard, Gindo Tampubolon, Erla Thrandardottir, Natlie Cunningham, Tanja Bastia, Oliver Bakewell, Bina Agarwal, Shay Ablett (Secretary).

**Reps in Attendance**: Ruixin Zhu, Xueying Huang, Alex Pettifer, Ifeoluwa Agboola, Sonny Martauli Yesica

**Staff Apologies:** Sam Hickey, David Hulme, Admos Chimhowu, Charis Enns, Niki Banks, Shamel Azmeh.

1. **Welcome and Apologies for Absence**
2. **Introductions**

Introductions around the room.

Quick introduction to Programme Committees.

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

No specific actions. General comments addressed. Invited notification of anything outstanding.

1. **Rep Consultation**

General pathway

Noted that peer feedback has reduced this semester.

Questions:

* Does SEAtS count towards grades?

Concerns:

* Communication barriers with peers.
* Peers not focussing during tutorials.
* Lecture materials are not always uploaded one day prior to the session.

Poverty and Inequality

Concerns:

* Blackboard is difficult to navigate; hard to find feedback.
* Inconsistent advice regarding fieldwork unit assignment.

Environment and Climate Change

Concerns:

* Development Fundamentals; long wait for exam results, no feedback received.
* Communications barriers with peers; smaller group work has supported this.

General comments:

* Units have been well received this semester.

Migration, Mobility and Displacement

* Assessment groups are too large and some peers do not participate (particularly related to climate unit).

Development Management

Concerns:

* Some are struggling to keep up; broader content is covered this semester; quantitative elements of Research Methods are challenging.
* Participation in group work is inconsistent.

General comments:

* Peers are generally happy.

Politics, Governance and Development

Concerns:

* Development Research: peers struggled with broad content, particularly quantitative elements. Computer classes did not give sufficient opportunity to engage with coding.
* Careers Service does not provide sufficient support for global development careers.
* Inconsistent participation in group work.
* Dissertation supervisors have not been allocated yet.

**Dissertation supervisor allocation:**

CF: reassured students this is in progress. NJ: explained the system is currently allocating workload and external staff. Reassured students they will match them with supervisors with relevant interests as far as possible, and the supervisory process does not begin until May. Supervisor will help break the task down before focussed work over summer. Can utilise office hours until supervisors allocated

**Attendance:**

Colleagues confirmed that students should not be sharing codes; this is being addressed at higher level.

Colleagues confirmed that attendance does not feed into grades; this is against University policy. Some Reps believe it should, however colleagues want students to be incentivised to attend for genuine reasons.

Attendance team and unit convenors follow up with students if triggers are hit to ensure welfare/ visa compliance. Those not attending typically do not perform as well.

**Development research:**

TF led further discussion of this unit; was keen to ascertain further feedback as this is the first time such concerns have been raised.

* May need to look at reducing volume of content.
* Lectures are pitched at introductory level and time allowed for questions; may need to reconsidering pitching of this, additional supplementary materials and further question time.
* Concerns may be a result of the quantitative content being assessed for the first time.
* This unit is an outlier in that there is not a strong topic of focus.
* Reps confirmed those utilising support are still struggling; noted peers did not attend computer sessions as they lacked confidence/ did not see the relevance.
* JO: students need to take advantage of the computer sessions to practise code and utilise TAs for support.
* JO: could look at switching software but there would be licensing issues.
* JO: this unit aims to build understanding of key theoretical concepts.

**Exam marking:**

CF: explained that exams are an exception to the 15 working day turnaround because of moderation boards; can make this clearer in unit outlines which have exams or take home exams. Feedback would not be relevant in the same way due to the nature of the questions and feedback provided, however queries regarding feedback can be directed to the Hub and it is possible to access scripts on request.

**Feedback release:**

**CF: Action: will work with Assessment Team to prevent feedback links being removed.**

**CF: Action: will request to unit convenors they check that students have access to the feedback mechanisms for their units.**

**Fieldwork unit:**

**ET: Action: will follow up on confusion regarding students being penalised for following instruction regarding including questions in the conclusion.**

**Assessment:**

Colleagues noted various techniques are trialled to fairly run group work. Additional tutorial groups were added this year to address larger group sizes.

Noted the assessment submission window is limited to prevent overlap with exams; can ask convenor to release assessment earlier. The Assessment Enhancement Project has already reduced assessment load

**Careers:**

CF: noted Careers Fair this semester and their upcoming alumni and PhD sessions. Can look at increasing support. OB: suggested round table with academics.

**Lecture materials:**

CF: noted these should be released in good time, particularly for DASS registered students. Repeated issues should be flagged directly to convenors or the programme director.

**Lecture conduct:**

Colleagues discussed how to prevent disruption. Noted difficulty in policing laptop-use. CF: may need to be clearer about ground rules.

CF: thanked colleagues for their feedback and comments. Reps can contact CF directly with comments for anything that arises during further studies.

1. **Any other business**
2. **Date of next meeting**

TBC. Note, this is the last PC of the academic year.

**Summary of Actions List**

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| **Action Number** | **Agenda Item** | **Action** | **Lead** | **Deadline** | **Status/Notes** |
| 1 | 4 | CF: Action: will work with Assessment Team to prevent feedback links being removed. | CF |  |  |
| 2 | 4 | CF: Action: will ensure unit convenors have access to the feedback mechanisms for their units. | CF |  |  |
| 3 | 4 | ET: Action: will follow up on confusion regarding students being penalised for following instruction regarding including questions in the conclusion. | ET |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |