

**School of Environment, Education and Development
Faculty of Humanities**

SEED Programme Committee: MA EdSE 2025/26

Date: Tuesday 18th November 2025

Time: 10:00 - 11:00am

Location: Ellen Wilkinson_AG.9

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

MINUTES

Staff Attendees: Susan Brown, Sandra Ajaps, Marc Mbah, Rai Lock

Staff Apologies: None

3 Reps in attendance:

Tanya Lewis, Grace-Ann Ababio, Ziheng (William) Deng

1. Welcome

Susan opened the meeting welcoming everyone.

2. Introductions

Susan reiterated the purpose of the meeting. The aim is for 360 feedback and issue-raising from students to staff and the opportunity to see what has been done because of issues raised at previous committees. Confirmed the frequency as once per semester.

3. Minutes/Actions of the last meeting

Not applicable.

4. Rep Consultation

Reps reported about 50% response rate, but additional responses were generated by one of the reps through direct or informal conversations with more students.

- **General academic experience:** students reported warm, welcoming atmosphere from lecturers, good variety of working and teaching styles, interrelated concepts across core EdSE courses, and relevant reading materials. However, they reported that communication is not consistent across course units, leading to confusion about accessing pre-session tasks through announcements, discussions, and modules on Canvas.
- **Canvas:** Tanya recommends advising students to download the Canvas app for push notifications. Also suggests weekly announcements are made in Discussion spaces so that students can respond/ask questions and announcements can point students to just one place.

- **Padlet** access issues: students cannot easily view their work on padlet; cannot edit submissions; do not get notification when others respond to their posts. This is an issue beyond the programme and Susan advised that students could create a document to keep their padlets for their different course units in one place but for her unit, she will create a “Padlet of padlets”.
- **Reading week:** students need more consistency and messaging, including about SEAtS. Susan noted that PGT studies should have the complete 12 weeks and Rai agreed that some students do want it. Sandra wondered if the EdSE programme should stop observing reading week, but Marc reiterated its importance, which Grace-Ann strongly agreed with. Students are in favour of keeping the reading week, so Susan suggested that an online, optional, and recorded class for reading week could be a solution for EdSE core units. Students need to find out from tutors of optional units if they would have reading week break on each of those units.
- **Assessments:** students want clearer guidance from the beginning especially towards the assignment. They want marking rubric to be provided early so that they know what is expected from them. William commented that students are worried that bringing in their interests might result in not focusing on the assignment task and getting lower grades. Sandra advised checking with tutors to see how their interests might align with assignment tasks.
- **Academic writing:** for academic writing, Tanya suggests providing bad examples of writing and asking students to correct them, rather than critiquing each other’s work in class. Susan says this would be tricky and getting formative feedback about own writing is useful. Sandra asked reps if it would be helpful for students to look across their marking rubrics and tell us what they’d like us to focus on in forums. Susan has tried this in the past but it was not well engaged with, but tutors agreed to try it again in a different way.
- **Translation tools:** reps reported high rates of inaccuracy with translation tools, suggesting if there are ways we can support students better to understand this. Maybe highlighting to students to not always trust tools but check with peers, tutors, etc. Tanya recommends using ketso kits for several reasons, including to see if students are translating information accurately and to make classes more engaging.
- **Hyflex room:** students say this is the best room and online students have a very positive experience; they see and hear everything happening and feel included.

5. Any other business

Staff commit to making the necessary changes that are within our programme, especially regarding communication, reading week, assessments, academic writing, and supporting students using translation tools. Some issues like padlet accessibility are beyond the programme, but staff will ensure maximum accessibility is granted to students when setting up a padlet, to aid things like editing submissions, etc.

6. Date of next meeting

TBC.